

Public Libraries

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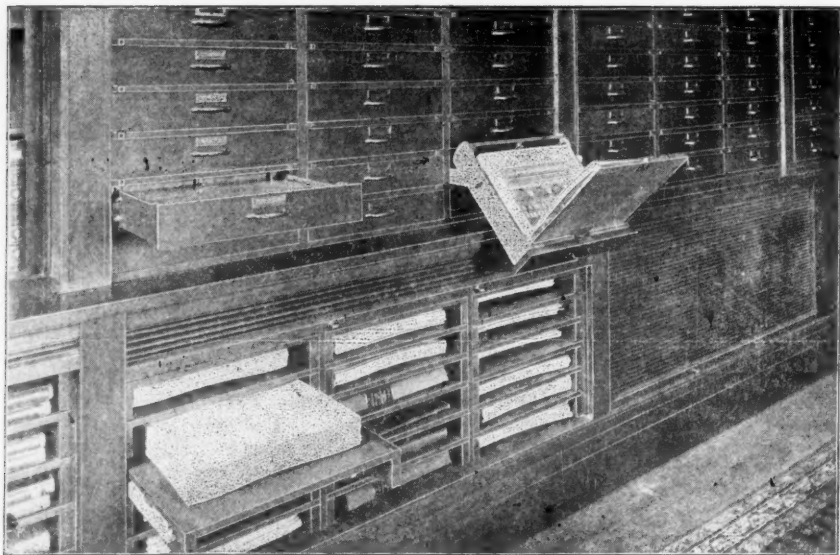
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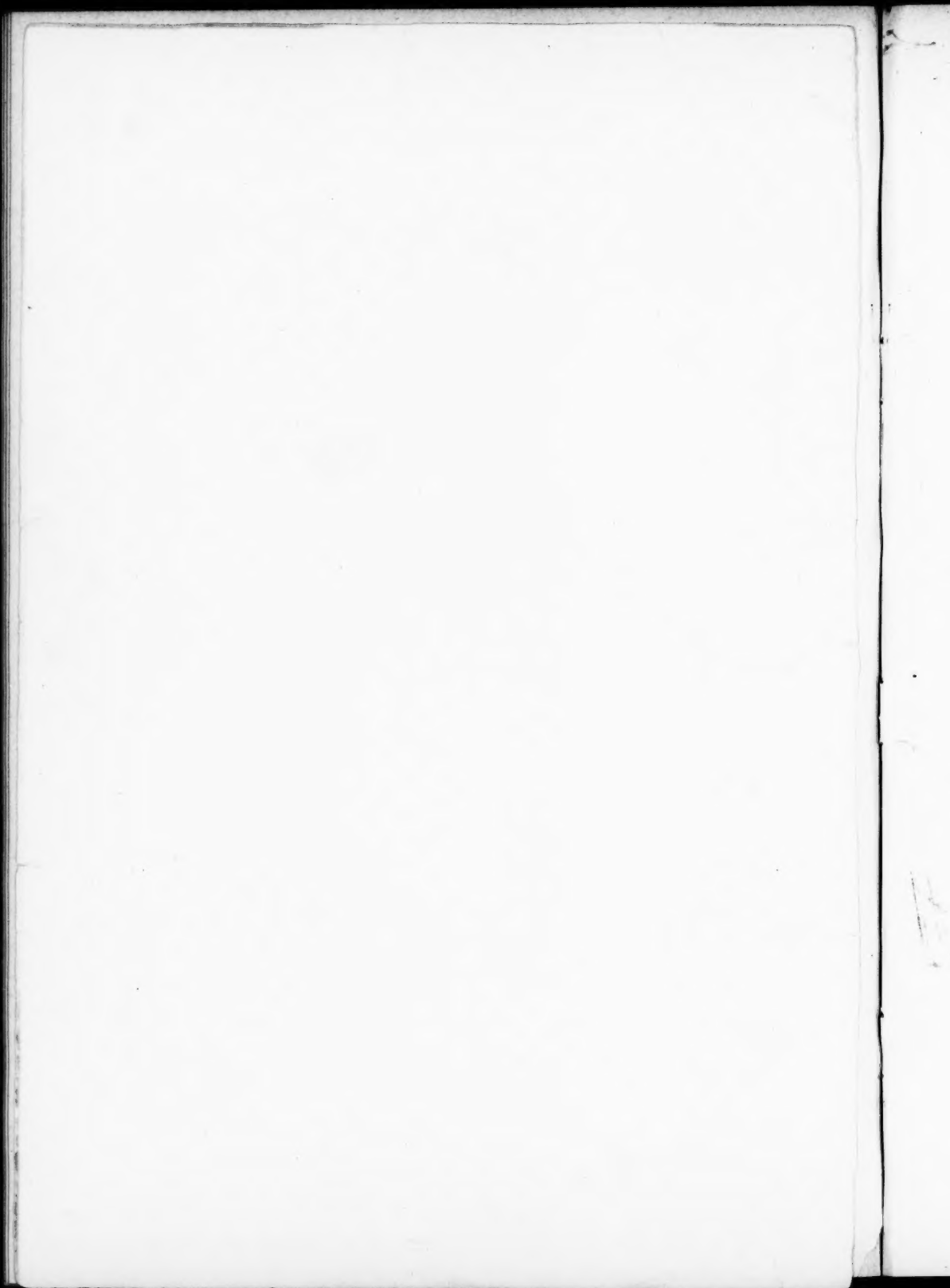
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Public Libraries

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Illinois Library Association

The eighth annual meeting of the Illinois library association took place at the University of Chicago, through the cordial invitation of Pres. W. R. Harper, April 13-15. It was the most largely attended library meeting yet held in Illinois, and the local arrangements for the work and personal comfort of the delegates were of the highest order. The local committee, under direction of Dr E. B. Burton, was untiring in its efforts to make the meeting a success, and fully attained its object.

The program, as arranged, was carried out, and the papers presented were of an exceptionally high standard. The personal equation with all the speakers was of such a kind as to lend both to the power of their words and to the consequent interest of the audiences. Headquarters for the meeting were provided in Lexington hall, where every comfort was furnished the visitors.

The council held a meeting, as required by the constitution, on Monday a. m. in the John Crerar library. The discussion and adoption of the by-laws was the first order of business.

It was thought best, in view of important matters pending, to reflect the financial directors for the ensuing year, as follows: A. H. Hopkins, Katharine L. Sharp, and Anna E. Felt.

The nomination of officers followed. Mr Hopkins refused to accept renomination, holding thus as he had served two terms as president, though but one term under the new constitution, the

spirit, if not the letter of the law, debarred him from reelection.

The following nominations were made: For president, Katharine L. Sharp; vice-president, C. B. Roden; treasurer, Florence M. Beck; councilors, Mary E. Ahern, Ange V. Milner. Miss Wales having resigned as councilor, A. B. Hostetter was elected to fill the unexpired term. The president was given the privilege of selecting the secretary.

The afternoon being rainy only a few ventured to make the round of visits provided for; but a few visited the binderies, McClurg's bookstore, and the Library Bureau. For the most part the visitors staid at the Public library, which had provided an elaborate display of art books well worth the time to examine.

In spite of the raging elements, the reception tendered Monday evening to the association by the president and faculties of the University of Chicago was well attended.

In Pres. Harper's address of welcome he spoke of the new place which the library occupies in modern life, how it has revolutionized the methods of instruction in institutions of learning, affecting all of the teaching in universities. He spoke of the rapid growth of the library movement, recalling the scarcity of these "people's universities" in his boyhood days, and of the absolute lack of connection between the library and the life of the people. He thought it impossible to fully appreciate the meaning of the change wrought by libraries for the generations which are to

come. In closing he thanked the association for its acceptance of the invitation extended, and only regretted that he was unable to help the weather.

Mr Hopkins, in responding, thanked the university for its interest and untiring energy, without which it would not have been possible to carry forward the present program.

Mr Hopkins then briefly reviewed the work of the association, telling of its various unsuccessful attempts to secure a state library commission, of the reorganization of the association last year on new lines, and he referred to plans under way which, if successful, would place the association on a better footing than that of any similar organization; but the fact remained that as yet it had accomplished nothing. In Mr Hopkins' estimation there were three most important things to be accomplished in the library world: a closer relation on the part of the small libraries with the Library of congress; the union of the library and the school under the direction of one general bureau at Washington, and a closer relation between the library and the museum.

In the first place, he urged librarians to inform themselves more carefully in regard to the Library of congress catalog cards, and to note more closely the other work of that library. Under the second head, the union of libraries and schools, he referred to the highly organized public school system, and suggested that public libraries could work to better advantage had they some central bureau, with arms radiating out to the smallest hamlet, as in the public school system.

Mr Hopkins thought that if the Bureau of education and the national library should be united under one efficient management, a great stride in advance would be made. In addition to the union of school and library, Mr Hopkins would add the museum, which, in his estimation, is the institution greatest of all, though it is all but nonexistent, and has no organization. The word library, he said, meant more than a collection of books. The specimens

themselves were as necessary to the student as the written description, and that the library and the museum were dependent upon one another.

After Mr Hopkins' address, Dr Sidney Lee, editor of the National dictionary of biography, gave a few words of greeting. In England, he said, the people complained because the public library catered almost entirely to fiction, but, in his estimation, it was better to read fiction than not to read at all. He said he was struck with the dignity in which librarians are held in this country, also with the means which are provided for their special education. It seemed to him, he said, as if the public library provided for the needs of all. He referred especially to the attention given to the children, and to the room for the blind in the Boston Public library. In closing, he said it was gratifying to learn that the National dictionary of biography had been so well received here in America, and he wished the libraries of Illinois and the members of the Illinois library association all great success.

Pres. Harper, in connection with Mr Hopkins' paper, said that a private committee was at work considering reorganization of the Bureau of education, and that it remained to be seen whether the idea presented could be worked out. In addition to the connection between schools and libraries and libraries and museums, Pres. Harper thought libraries and lantern slides ought to bear some relation to one another. The subject of lantern slides needed development, and he thought the library the appropriate body to consider the subject.

The addresses were followed by a very delightful reception, at which the Woman's glee club added their part of the entertainment. Dancing also formed a feature of the evening's enjoyment.

Tuesday morning session

Tuesday morning opened with a session on Library of congress printed catalog cards, with C. B. Roden for chairman. C. H. Hastings, in charge of

distribution at the Library of congress, read a paper telling of the work from the standpoint of the distributor.

Distribution of Library of congress printed catalog cards

C. H. Hastings, Library of congress, Washington, D. C.

The remarkable growth in the production and sale of American machinery is ascribed largely to the success with which American mechanics and manufacturers have embodied in their products the principle of interchangeable parts. The American farmer, mechanic, and manufacturer has now come to regard it as a matter of course that if any part of his machinery breaks a duplicate part can be supplied by the manufacturer from stock, or that a new machine can be obtained which will work the same as the old. If the new part, or the new machine, is not forthcoming promptly, there is no respectable excuse for the manufacturer except that he is dead, and even this will not save his name from execration when the farmer's mowing machine breaks in good hay weather.

It follows as a corollary to this principle of interchangeable parts, that those buying machinery wish to buy it of a reliable firm, which is likely to stay in the business permanently, and, in consequence, likely to be able to furnish parts of machines, or new machines, whenever desired.

Something the same, I take it, is desired of the organization that attempts to supply printed catalog cards. Libraries which contemplate subscribing to the printed cards of the Library of congress wish to know whether the library will be able, in the coming decades, to supply new cards in place of the old ones, or like the old ones. In short, whether the firm is reliable.

Although I might perhaps use my time to better advantage in some other way, I have chosen to consume a portion of it in showing that it is highly probable that the library will be able to continue indefinitely to supply the printed catalog cards to such as wish them.

Six things are manifestly necessary

to the supply of printed catalog cards: 1) The books, 2) the catalogers, 3) the bibliographies and reference books, which are the tools of the cataloger; 4) the printing force, 5) the space for storage, 6) the distributing force.

For the benefit of those present who may not be familiar with the resources of the Library of congress as regards these requisites I shall outline them.

1 **The books**—At the close of the fiscal year 1901-1902, the library had on its shelves, excluding duplicates, considerably more than 700,000 books and 200,000 pamphlets. At present it must have over 1,000,000 books and pamphlets. The accessions during the fiscal year 1901-1902, from all sources, amounted to about 85,000. As the appropriations for this year are larger the accessions will probably not be less, and there is little reason to suppose that they will diminish in years to come.

It should not be inferred from these figures that the Library of congress has all the important books published in the past, or that it is receiving all the important books published currently, but it may be safely inferred that the collection contains a large percentage of the important books, both old and new.

2 **The catalogers**—The cataloging force, including the assistants employed in the Card section, now numbers 101. I think it is no exaggeration to say that it is larger than the cataloging staff of any other library, and that it contains a high percentage of expert workers.

3 **The bibliographical and reference books.** For many years it has been the settled policy of the Library of congress to buy all such works which were not manifestly unimportant. The result is that the collection of catalogers' helps at the Library of congress is, to say the least, unsurpassed in the United States.

4 **The printing force**—A branch of the government printing office is located in the Library of congress. The force can be increased or decreased as the needs of the library requires. The library needs so many cards for its own regular catalogs that any other method

of reduplication than printing would not be economical, even if the results were satisfactory.

As is well known, congress is liberal in regard to the dissemination of the printing word. That the word of the Library of congress happens to be partly in the form of catalog cards will, we trust, make no difference.

5 **The space for storage**—The Card section now has possession of a portion of one wing of the Library of congress. The room which it occupies is calculated to hold the natural accumulation of stock for at least 25 years. When this is gone other space will be found inside the library, or out. We take the view that a fair stock of cards for any book can be kept in a small fraction of the space occupied by the book itself. If then space can be found for the books which the Library of congress is accumulating, it is not to be doubted that a fraction of as much space will be found for its accumulation of catalog cards.

6 **The distributing force**—The force employed in the Card section, being a part of the cataloging division, which consists, as stated above, of over 100 persons, has one virtue at least, it is elastic. It can be halved or doubled, or otherwise changed, as the case requires. I think we may fairly claim, then, that the section is prepared for emergencies.

Of the six requisites for the production and distribution of printed cards mentioned above, the first five are the natural agencies of the library for doing its own work. They represent, therefore, the natural resources of the library for producing and supplying printed cards. The sixth requisite, viz, the card distributing force, was, at first, it is true, organized expressly for the purpose of supplying cards to other libraries, but it has now become an essential factor in the internal economy of the Library of congress itself.

The library is now making three complete dictionary catalogs. In addition to these, card shelf-lists, desk catalogs, department catalogs of special collections, bibliographies, and lists of various kinds, are being made throughout

the library from printed cards. The maintenance of a stock of printed cards and of a force to handle, store, and distribute them as they are needed, is now a necessity to the economical administration of the library. If, owing to some improvements in the arts, or some change of fashion in cataloging, the outside libraries now subscribing for cards should no longer make use of them, there is no doubt that the Card section would still be maintained.

However, there is no indication as yet that the printed cards supplied by the section are going out of fashion. The number of libraries subscribing to cards, as well as the number of cards sold, continues to increase steadily, though not rapidly. For some months past the sales have been large enough to equal the salaries of the assistants in the Card section and the value of the cards sent out.

Charging up everything else to the library, on the score of our general utility to its work, we are now claiming that the section is self-supporting, and, in consequence, entitled to distinguished consideration. I am thankful to say that congress looks at it the same way, and hereafter the salaries of the assistants of the Card section are provided for by special appropriation.

In view of the above facts, I believe it can be fairly claimed that in purchasing the L. C. printed cards libraries are dealing with a reliable firm which has all the elements of stability. Librarians who subscribe for cards can, therefore, rest assured that they can get such cards as we have whenever they want them; and, on the other hand, if they cannot use them to advantage, they need lose no sleep for fear that failure to subscribe, or to keep up their subscription, will wreck the enterprise.

Having thus demonstrated that the Card section is a natural organism, self-sustaining and everlasting, I will try to do what is expected of me, or what I supposed was expected of me, viz: give some practical suggestions about ordering catalog cards.

My first suggestion practically in-

cludes all I have to say on the subject. It is, that the one who has in charge the ordering of cards should ignore the fact that he or she has ever heard the printed cards discussed, and apply himself or herself diligently to the reading of the Handbook, which contains the printed directions for ordering cards.

It is a curious psychological phenomenon to see the lengths to which librarians will go to avoid the reading attentively that unpretentious pamphlet of 50 pages. Thus, to take an extreme case, we have received from one lady librarian, by actual count, 47 letters of foolscap size, nearly all dealing with points which are more plainly discussed in the Handbook than they were in the replies which she received. The Card section has received numerous visits from librarians living many miles away who came, as they alleged, chiefly for the purpose of getting information about the ordering of catalog cards. They seldom ask a question that is not more plainly answered in the Handbook than I can possibly answer it offhand. From the very first the orders submitted by libraries on the Pacific Coast have averaged better than those submitted by libraries further east. It seems plain to me that the chief reason for this is, that the librarians of this section, never having heard printed cards discussed, regard it necessary to study the printed directions for ordering cards.

So fully am I convinced that the ordering libraries need, first of all, to know what is printed in the Handbook, that were I sure that this association is imbued with the true spirit of senatorial courtesy, I should spend the rest of the time in reading from the Handbook. As it is, I shall be obliged to paraphrase portions of it.

The first difficulty experienced by the one who is to order cards is in deciding which of the methods outlined in the Handbook is the proper one for the library in question. Eventually each library must decide this for itself. The peculiarities of libraries, librarians, and library boards are so many and varied,

that a method which exactly suits one library may not suit another.

In answer to a circular letter I have just received replies from seven librarians in the east, each of whom seems to be ordering cards successfully. Each of them uses a different method and each seems quite positive that for his or her library the method employed is the best.

But to begin with, I believe it is a good plan for any library to commence with author and title orders on slips made out from the book itself. This is the simplest and most economical method, from the money point of view, for small and medium sized libraries, and even the largest libraries use it to advantage in connection with the same method of ordering by serial number.

Some librarians seem to think that to make out an author and title slip as an order for cards is about as much work as it is to catalog the book. To this I can only say that either their catalog is not what it should be, or else they are too punctilious in making out their order slips. We receive plenty of author and title slips each week which are manifestly written at a high rate of speed and yet are all right for the purpose intended.

Having gotten familiar with this most elementary method of ordering cards, and having gotten its bearings, as it were, the library will then be prepared to try one or all of the other methods, either separately or in combination.

Large public libraries which buy many copyrighted books seem to use the proof sheets to excellent advantage. By scanning these regularly they obtain both serial numbers for cards to be ordered and suggestions as to books to be purchased.

How to meet the needs of university libraries is one of the hardest problems which the work presents. They purchase the minimum number of copyright books and the maximum number of noncopyrighted, foreign, highly specialized publications. The Order department of the Library of congress is now currently receiving duplicates of

the order sheets of four of the larger university libraries, and is ordering quite freely from them, but the percentage of cards that can be supplied for books currently received by university libraries still compares quite unfavorably with that supplied for the current accessions of public libraries.

In consequence of this fact university libraries, above all others, need to have at hand a complete file of the printed cards kept constantly up to date. This is the only method by which all the cards which it is possible to obtain from the Library of congress, can be obtained without throwing away work in ordering those which are not in stock.

For recataloging purposes the traveling catalogs are proving a decided success. Large libraries which wish to recatalog as soon as possible with the printed cards, should use the complete traveling catalogs. The traveling catalog of American history can be used to advantage by libraries with but moderate collections on the subject.

Once having decided on a satisfactory method of ordering cards, and once having mastered the Handbook, the one ordering cards should keep in mind Ben Franklin's maxim, Take things by the smooth handle. If the Library of congress does not have all the cards in stock which it seems it ought to have, if some of the titles held for cards are slow in coming, if the assistants make mistakes on the orders, don't get nervous over it, but prepare to do a little patient waiting or a little remonstrating, as the case requires. It should be remembered that the Card section is dependent for its supply of cards on other divisions of the library, each made up of assistants who are fallible, and that it does its own work with the help of assistants, who are likewise fallible.

The work involves much detail in the identification of editions, the counting of cards, and the itemization of accounts. The mistakes at present seem not to exceed one in each 1000 sets handled, but as the assistants get more expert we hope to do much better.

We provide subscribing libraries with

printed forms designed to make it easy to point out mistakes, and we pay the postage on the same. It is not often, I think, that librarians have it made so easy for them to rake the other fellow over the coals.

Well directed suggestions and criticisms have all along been of great help in determining where improvement could be made in the methods of handling orders. I, therefore, urge librarians to make free use of their privileges, and not to allow any slipping, lost motion, or decrease in speed in the working of the card distributing machinery at the Library of congress, without a protest.

For fear that I shall not get a chance to ask questions in the discussion which is to take place later, I will close my paper with a few to which I should like to get answers, with reasons appended, at the meeting, or, later, in any way that is convenient:

1 Are the printed cards of the Library of congress less adapted to the use of small libraries than to large?

2 Are the full titles and bibliographical notes placed on the cards a disadvantage when the cards are used in small libraries?

3 Is the delay in supplying cards for noncopyrighted books a serious obstacle to the use of the printed cards?

4 Are the mistakes now being currently made in filling orders numerous enough to constitute a drawback to the use of the cards?

Mr Hastings' paper was followed by one from Ellen G. Smith of the John Crerar library, in which she told of the methods in use at that library in ordering, checking, and using the Library of congress cards, illustrating that if a large library considered it a saving to use the Library of congress cards, even when it involved so much red tape, what would they not save the smaller library where the routine would be less complex.

The discussion which followed brought out many of the points which had proved troublesome in working with these cards.

Miss Milner, of the State normal school at Normal, thought the utility of the cards unquestionable, that they saved a great deal of time and bother, and that when the subject headings were systematically applied they would be a still greater saving. The subject of analyticals she found rather a troublesome one, as often she desired to bring out subjects when no contents' note nor analyticals were given, and she wanted to know what was the best means of indicating such analyticals.

The Decatur Public library reported that it had subscribed since 1902; that it decided on the exact number of cards it wanted before ordering, and then ordered by serial number. The hope was expressed that subject headings would be assigned to all books before long; that at present it often seemed as if the difficult books were without the subject heading, and the simple ones always had them assigned. The apparent inconsistencies in some of the author entries was questioned; why it should be Blouet, Paul (that is Lem Paul); but Müller, Friedrich Max, and not Müller, Max (that is Friedrich Max); the names, too, of married women was said to differ in form sadly. It was suggested that if the *Publisher's weekly* and the Library of congress could arrange to enter under the same heading much trouble might be saved. Exception was taken to some of the books recommended for purchase in the selected list of cards compiled by the Library of congress, but in spite of all, Miss Dill, of the Decatur library, said they wouldn't do without the printed cards.

In reply Mr Hastings said that subject headings would be supplied as fast as the Library of congress progressed with its classification; that the whole library had to be reclassified, and it was necessary to classify a department before assigning the subject headings for that class. As to the form of the name, he had always considered it the better way to enter under the real name and refer from the others, as in any other way people's ideas would always differ.

Mr Roden desired to know the best

form for small libraries to use in ordering cards. Mr Hastings thought the small library had better send in slips with author and title, which is the most economical way for a small library. The larger libraries, he said, had better try to get hold of the serial numbers. Some libraries use the selected cards. Not many libraries use the Library of congress bulletin, though it would be well if they did. He would not advise many to use the proof sheets.

C. W. Andrews explained that depositing libraries received the Library of congress cards on condition that the cards be made available to the public, and anyone was at perfect liberty to consult the cards in the John Crerar Library, from which the serial numbers could be obtained. In connection with the Library of congress printed catalog cards, Mr Andrews made a short report on the work being done by the A. L. A. Publishing board along this line. He mentioned, first, the catalog cards for current periodical publications, which consisted of indexing 250 periodicals. Subscriptions could begin at any time, but back cards could not be supplied. Second, catalog cards for various periodical sets and for books of composite authorship. Third, catalog cards for current books in English history, 1897 to date, with annotations. This series would in future include letters relating to American history in continuance of Larned's Literature of American history and its supplement. Books selected would be those more generally bought by all libraries. Fourth, catalog cards for bibliographical serials.

This session was followed by a general session in Kent theater. After some announcements by Pres. Hopkins the program proceeded as follows:

The acquisition of books

C. W. Andrews, librarian John Crerar library, Chicago

The three great functions of a library have been defined as to get, to keep, and to use its books. It is also frequently said that in the past the first two have been over emphasized and the third neglected. Personally, I doubt if the older libraries have been so far be-

hind, except temporarily, the demands of their constituencies as has been represented. The greater emphasis now laid, and properly laid, on the use of the books, is due as much to changes in the constituencies of the libraries and in the habit of their readers as to any reformation of librarians. However that may be, even the most enthusiastic advocate of the latest methods of the utilization of the contents of our libraries must admit that they have to be acquired before they can be utilized, so that logically our subject is the first, as well as one of the most important, presented for the consideration of librarians. It is also one capable of much elaboration and subdivision. It is my intention, however, only to review briefly the broader questions of selection of books to be acquired and choice methods of acquisition.

And as to the first of these topics, the selection of books to be acquired, my advice would be rather a warning against too great reliance on the advice of others, especially when it is stereotyped. Each library which has any more serious purpose than the purveyance of amusement has its own problem in selection. The more I see of American libraries the more I am impressed by their diversity, and the good reasons for it. Nevertheless, I must not be understood as decrying the use of aids in selection, but only a mechanical use of them. For instance, the lists of best books of the year issued by the New York State library are very useful aids provided they do not lead to the spending of all the funds of a library on these books alone, without reserving any for the purchase of older works. Again, the new edition of the A. L. A. catalog promised for next year will be another useful aid, provided its necessary deficiencies are borne in mind when it is used.

The greatest danger, in my opinion, is the one already mentioned, that of neglecting standard literature in favor of the books of the year. Therefore every library should set aside a portion of its funds for the former. The pro-

portion would naturally vary somewhat with the character of the library, its size and contents at the time, etc. If technical, the proportion would not need to be so great as if literary, unless the sets of great technical and scientific periodicals are included in the older standard literature, as perhaps they should be. In that case the proportion for a technical library might be even larger than for a more general one. Some library authorities have expressed the view that a library need not purchase much older material, because the standard writings of the past are all available as reprints, or if not, that the very fact proves their comparative uselessness. To me, however, the opinions so ably expressed by Mr Foster of Providence, in his outline of his Standard library, seem the more correct. When all things are considered, lasting qualities, ease and pleasure of reading and handling, as well as price, the balance is not in favor of the cheap reprint, especially after some little experience in the ways of obtaining older books.

This brings us to the main purpose of this paper, the consideration of the best methods of acquisition. Popular parlance limits them to four: buying, begging, borrowing, and stealing. It might seem as if the recent remarkable development of the publishing activity of our libraries and universities had added another in exchange, but this last will be found on analysis to be either buying or begging, or a combination of them, and some victims might even pretend to find in it an element of theft.

Though the ethics of book acquisition have been a fruitful subject for essayists, moralists, and humorists, the subject is by no means exhausted. I cannot recall, for instance, an analysis of the feelings of an editor who is instructed to offer exchange of his school publication with one of the standard magazines, costing three or four times as much; or of those of a librarian who sends an occasional library bulletin "in exchange" to one of the learned academies of Europe. They are not those

of unalloyed satisfaction even if the advantages to the institution he represents are great.

Again, much has been written on the morality of purchasing for 25 cents a book known to be worth \$25. I think that most librarians, unless the love of a bargain is really as strong in women as the comic papers declare, would refuse to take advantage of the ignorance of a private owner, though they might have a less tender regard for a book-dealer. I cannot recall, however, that anyone has established the reasonableness of the difference in our feelings in this case and in that of a similar purchase at auction, where few would hesitate.

Returning, however, to the methods of acquisition, the four popularly known are reduced in library statistics to two, purchase and gift. These two classes are not sufficient for a full consideration, and I shall find it convenient to divide acquisitions into those obtained at market price, above market price, and below market price. I hope by using the words "market price," rather than "market value," to suggest the fact that most books have, under ordinary circumstances, a fairly definite price, though of course the market value of a particular copy will vary greatly with the conditions of its physical state, the need of the owner, or of the buyer, etc. Of course this market price is entirely independent of the real value of the work to the library. That will vary for each book and each library with many considerations. It is evident, for instance, that the real value to a library of a set of the new edition of Webster's works will vary according as the library has already subscribed for a copy, has an older edition, less complete but still good, or has no edition at all; again, according as it has a book purchase fund of \$20,000, \$2000, or \$200 a year; again, according as it is a general, an historical one, or a scientific library. Yet the market price remains the same, and probably will change but slowly from year to year.

The division of acquisitions sug-

gested is intended to aid in the choice of methods after the real value of a work, or collection of works, has been determined. In this connection the plan used by Dr Richardson of Princeton is worth consideration. He keeps a file of cards containing the titles of books which his library does not have, but would like. The extension of this plan made by the J. C. L. has given very good results, and with modifications adapting it to individual needs would seem to be capable of application generally. We consider all titles within our scope and divide them into several grades of desirability, after taking into account all information which has been noted from bibliographies, reviews, references in other works, advice from readers, etc. Each of these grades connotes roughly the proportion of the market price which may be paid for the work and, therefore, to some extent, the method of acquisition to be used.

The notation is numerical, but may be translated somewhat as follows: 1) Books out of print to be bought as soon as possible, even at a considerable advance over market price. Almost all of these are requests of readers, and are advertised for by our regular agents. 2) Books in print, new or very desirable older ones. These form the largest class, and are ordered of our regular agents, being obtained, of course, at market price. 3) Books to be bought cheaply. These form the bulk of the older material purchased. They are bought either from second-hand dealers or, preferably, at auction. 4) Books not to be bought except at a bargain. This is a large class of titles but a small class of purchases. Most of the opportunities occur at auctions, but occasionally acquisitions of this class are made, in exchange of duplicates, from private owners, in buying small collections, etc. 5) Books which will not be bought, but which will be accepted as gifts. These are mostly editions of works of which the library either has, or expects to get, later or better editions, works just outside the scope of the library, etc. 6) Books which will neither be bought

nor accepted as gifts. These are books thought to be absolutely worthless, or positively misleading, and books with misleading titles. No books which, from their titles, are without our scope are classified.

It must not be assumed from this rather elaborate classification that the process is regarded as an exact science. Many factors enter into the market price of books, among which may be mentioned the demand for the work, the supply, that is, the available edition, the relative merits of different editions, the intentions of the holders of the copyright as to future editions, and the physical state of the copy. To appreciate all these factors infallibly would require something like omniscience, and a still nearer approach to it would be required to determine accurately the real value of a book to a given library; therefore, these determinations should be subject to revision whenever new information is obtained. The absolute necessity for this constant revision is the greatest objection to the use of printed bibliographies and the greatest argument in favor of the annotated and dated appraisal cards of Mr Iles.

Another factor having great weight in the choice of methods of acquisition is the system adopted for gathering the older material, whether as single works or in collections, large or small. Here again, it seems to me, that there is opportunity for careful study of an interesting problem. The factors vary with each case, and the experts differ as to the weight they assign to the different factors. No better proof of this statement is needed than the very different systems employed by the two public reference libraries of this city, which difference has been intentional in each case from the start. (The Newberry has bought collections mainly—the Probasco Early books and ms., angling, music, medicine, Ayer Indians, Bonaparte philology, etc. The J. C. L. has bought 90,000v. on single orders and only the Newberry and Ely collections as such.) It is quite evident that the new books wanted must be bought on

single orders, and, on the other hand, that the advantages of the purchase of a collection may be sufficient to warrant making an exception to a settled rule; nor should the question be regarded as one for the larger libraries alone. I know at least one private library which, if obtained at market prices, would be a much better nucleus for a newly-organized town library than the latter would be likely to acquire otherwise in a very considerable time. One of the great difficulties, however, is the fact that collections are rarely offered enough below the market price of the separate books to compensate for the almost inevitable duplication, or, if offered cheaply as gifts, are accompanied with conditions which seriously affect their real value to the library. For many reasons, therefore, it seems that this method of building up a library can be of only occasional usefulness, and that the main reliance should be on the purchase of single works.

The next question to be decided is the proportion of new and old. I have already touched upon this point and would reiterate my conviction that a real danger in the library development of the country is that of ignoring standard literature in order to secure the books of the year. I am often commiserated with because the purchases of a scientific library are so soon superseded and made worthless. Granting the general truth of the statement and the heaviness of the burden, and accepting the sympathy offered, I still reply with a "tu quoque" argument, which is usually admitted upon consideration to be perfectly sound. It is not true that the science of a year is much more ephemeral than its general literature, and it is surely much less so than its fiction. Indeed, all that large part of scientific literature which records observations of facts will retain always some part of their original value, and only text-books are absolutely superseded. Even this last statement is too sweeping, for I have known a great corporation to mourn because it could not

obtain the sixth edition of a popular text-book, and refuse to be comforted by the fifth, the seventh, or the thirteenth. And the J. C. L. has been implored more than once by patent lawyers to begin a collection of old, scientific text-books. When it comes to the masters of literature, it seems to me that, barring a very few of the greatest names, the survival of real interest in scientific literature is probably as large proportionately as in other branches. Certainly a scientific library is as incomplete without Newton or Darwin or Huxley, as a general one without Dryden or Lamb or Dickens, and probably would not disappoint a smaller proportion of its readers.

On the other hand, when the British museum found its seats were being monopolized by women reading the latest novels, it adopted a rule that no novels should be issued to readers until they had been on the shelves five years, and found the remedy perfectly effectual. And how many even of the poets, essays, etc., are read after five years? A scientific library may be justified in providing the books which record the latest discoveries, at the expense of some neglect of the older standard authorities; but a general library is not justified in neglecting to build up a collection of the world's best literature in order to meet a little more fully the ephemeral demand for current fiction. Of course an institution sustained by public funds cannot ignore a general public demand; but the attitude of the Boston P. L. on the question seems to me the proper one, and this would leave to every library a considerable proportion of its book appropriation for works of more permanent value.

Little needs to be said on the methods to be used for the acquisition of new books. Satisfactory arrangements are usually to be made with local dealers, or, if not, certainly with Chicago houses. Some libraries have a practice of asking for bids on lists submitted by them. The method involves much extra clerical labor. In the case of new

books, even without the present system of "protected" net prices, it could hardly secure a much greater discount than is given by a regular agent; for books out of print it is apt to raise the cost by multiplying the demand artificially; even for second-hand copies of books in print other methods are available.

For foreign new books we have always recommended a New York agent, but the establishment of a joint agency in New York by several of the best European dealers may make us less dependent on the New York firms. The advantage of close communication with your agent may be at times more than counterbalanced by the fact that they themselves are acting through agents.

The best agents for new books, however, are not available for older material unless you are willing to pay up to twice what the books can be obtained for from second-hand dealers, and three times what they could be bought for at auction. Unless, therefore, circumstances justify this extra expenditure, recourse should be had to the sources last named. It is said that the trustees of a certain library complained that their librarian spent too much time looking over second-hand catalogs, and certainly it would be possible to do so, for they are almost innumerable. Yet the librarian who does not look over them at all is ignoring one of the best ways of building up his library. There are, however, catalogs and catalogs, dealers and dealers, and a knowledge of their peculiarities is in the strictest sense expert knowledge to be obtained only by long and, sometimes, expensive experience. The catalog of one dealer, for instance, is an exact statement of what he had in stock at the time of issue; that of another includes works which he had already sold, works which he hoped to get, and, sometimes, works which he has only heard of. On the good faith of some you can rely implicitly; of that of others some doubt is permissible. When, for instance, some dealers report that a work ordered has been already sold, but that another copy can be had for a fifth or a quarter more,

it is well to refuse the offer and to say that you will take a third copy at the original price. You may get it. In all cases of valuable books it is well to collate immediately upon receipt, as small defects may be overlooked easily by the most conscientious dealer.

It may be well to add that it is not necessary to order directly of foreign dealers. The New York firms will act as your agents, charging a fixed commission on the sums paid by them. We have found this a convenient method. It is advisable, however, to notify the dealer when you give your agent the order, in order to secure his good-will. It is possible that a similar arrangement might be made for books bought second-hand in this country, but the advantages over purchase direct are not evident.

One other important method of book purchase remains to be considered. Book auctions have always possessed a fascination for many people, among whom I confess myself to be one. Undoubtedly an analysis of the pleasure will be found in some of the many books and articles on the subject, though I am unable to quote one. Judging from my own experience, it is a compound of pleasure in seeing and handling fine books and fine bindings, of hope to secure some of them for oneself or one's library, of satisfaction in succeeding, of a sporting interest in the contests which develop, of amusement at the peculiarities of character brought out, spiced perhaps with a suspicion of the zest of gambling or the bargain counter.

It is not necessary to attend the sales personally. Indeed, unless you have considerable firmness of will to resist the temptation to revise your estimate of the value of a book when you find another man wants it more than you thought you did, it is probable that it will be more advantageous to buy through an agent; and in general it may be said that the usefulness to a library of a sale is in inverse proportion to its interest as a spectacle. The latter depends largely on the number of am-

ateurs present, and they are, of course, more numerous at the great sales. Bids may be sent directly to the auctioneer, but in that case you are pretty sure to pay nearly your limit. An agent paid by a commission of 10 per cent on his purchases, or, better, by one of 5 per cent on the limits of your successful bids, will surely earn his commission. Usually, too, he can inspect the books for you, and refrain from bidding on those which do not come up to your standard. The printed conditions of sale usually provide for the return of defective books only when they are bought through the auctioneer, but we have not found any difficulty in returning those having serious defects, bought personally or through an agent, provided the defects were reported promptly. One custom of book auctions should be borne in mind, and that is that all bids are so much per piece, and not so much per lot. That is, a bid of \$1 on a set of 50v. is a bid of \$50 for the lot, and a raise of 10 cents is an increase of \$5 on the lot. Much surprise on the part of a careless bidder, and exasperation on the part of the auctioneer who has to sell the lot over again, and indignation on the part of the unsuccessful bidders who have had their limits disclosed, have been caused by a failure to pay attention to this condition of the sale.

The auction rooms of each large city have their peculiarities. The average price of certain books in constant demand will be found to vary curiously with the city. Boston prices are regularly higher than those of New York, while Chicago prices are irregularly higher and lower. These differences may be attributed to the difference in the attendance. The New York and Boston prices are steadied by the regular attendance of dealers, who rarely let a bargain escape them. They have not, however, established any monopoly of bidding, such as it is said that the London book-sales suffer from. On the contrary, they hardly compete with the amateur or librarian, for they must stop enough short of the marked price to leave themselves a suf-

ficient margin to cover expenses and furnish a profit.

Books may be acquired without purchase either through their being offered as gifts, being sent in exchange, or as a matter of course upon request, or after more or less begging. A library usually receives with thanks all books offered as gifts, even if their real value is slight, for the possible alienation of a friend is a strong argument in favor of acceptance. Still, it is sometimes necessary to refuse offers, especially of collections which the would-be donor stipulates shall be kept together. In these cases, the value of the collection and the probable rate of its diminution must be considered before an exception to the regular system is made which is sure to prove more or less troublesome.

The second class consists largely of official documents, administrative reports and advertising material. Some of it is of use in some libraries, some of it in others, and some not in any. Each library would do well to plan definitely its acquisitions in this line, arrange to secure these systematically and regularly and let the others alone. Printed forms may be used here to advantage.

The third class of gifts, those which have to be asked for, gives the librarian much trouble; first, to learn of their existence, and then, how to obtain them. The proof sheets of the Library of Congress now contain all "not in trade" material which is copyrighted, and considerable which is not. A great deal, however, is not copyrighted, and does not reach the Library of Congress, at least not until it has become difficult to obtain copies. Much of it is practically worthless, and probably none is of the first importance, but enough is of value to make a library which ignores it decidedly incomplete. Even a small town library wants these publications which treat of its local interests. Fortunately its librarian is more apt to learn of such publications, and to have the personal relations with their authors which will secure them.

In any case, it would be presumptu-

ous for a "mere man" to offer advice to a profession largely composed of women, on the most graceful ways of requesting a favor. Still, it may be well not to write for a book unless you really want it, nor unless you can state why you want it, nor unless you are willing to pay the bill if one should come with it. Further, I might repeat to you the advice of Mr Tillinghast of the Massachusetts State library: Never use a printed form in soliciting gifts, or send a typewritten letter, but always send an autograph letter, and, finally, remind you of the spider's advice to Bruce, If at first you don't succeed, try, try again. I have known the fifth attempt to succeed, though it took some attention to detail to make the fifth more courteous than the first, and some imagination to account politely for my surprise that no answer had been received to any of the preceding four.

As was stated in the beginning, the consideration of technical details has been omitted from this brief review of a large subject. My lack of knowledge of the methods in use in other libraries would prevent a comparative study, and those of the J. C. L. would hardly interest you. Furthermore, it seemed possible that a presentation of the larger features of the subject, even though nothing novel were said, might remind you of some needs and the ways of supplying you which are apt to be overlooked. If it has succeeded in doing so I shall be well content.

At the close of the paper Mr Hopkins suggested that perhaps Mr Andrews could give some useful hints to the librarians of the small library; to which Mr Andrews replied that if he were a librarian in a small library, and wanted help in the selecting and purchasing of books, he should correspond with Mr Hopkins, who had bought so extensively for his own private library that he was acquainted with the various dealers in the country, and had a knowledge of the proportion of prices. When buying at auction Mr Andrews advised purchasing through an agent, not the auctioneer, rather than attending one-

self, as people were apt to be carried beyond the figure originally decided upon. Mr Andrews said he considered New York the best field when buying at auction.

Mr Wyer of Nebraska wanted to know the best means of obtaining the American out-of-print books when they were wanted in a hurry, whether it was better to order directly from some second-hand dealer, or whether there was some firm that would pay prompt attention to such orders.

Mr Andrews replied that he should deal with the agents who made a business of attending auction sales, who would render better service than second-hand dealers.

Miss Lord of Bryn Mawr said that in her work, where books were often needed at once, she had found advertising in the *Publisher's weekly* very successful. She had never advertised in this manner for a book that she hadn't received a bid.

Miss Ahern warned the small library against the practice of sending for bids to various firms. She said these people were not in the business for the pleasure of it, and the library was sure to be fleeced sooner or later; that the funds of the library would be saved in the end, and the library would be better served by dealing directly with a reliable firm.

Tuesday afternoon

The first session of the afternoon was devoted to Library architecture, with Mary Eileen Ahern as chairman.

Miss Ahern opened the meeting by saying that the library building is an important factor in library work, and that librarians, architects, and trustees had all met together to find a common meeting ground, where each might better understand the point of view of the others. She then introduced the program, the first number of which was a paper on

Library buildings from the viewpoint of the architect

W. A. Otis, architect, Chicago

From time immemorial literature has been intimately connected with the fine

arts. Poetry, music, painting, sculpture, architecture, all seem to occupy a similar plane, requiring for their appreciation a certain education and refinement. Not merely has this been a mental association, but actually a matter of physical contact. In old Rome the collections of books seem universally to have been in the midst of the most artistic surroundings; they were in these wonderful and magnificent baths, decorated with a wealth and splendor almost inconceivable; they were in the palaces of the Cæsars, surrounded by every artistic perfection that taste and unlimited wealth and power could bring together. Even in the dark ages, books still found their surroundings in that which, though often crude, was yet the very best and fairest that age could produce. Whether there be any actual relationship or only the result of centuries of contact, at any rate the result has become rooted as a fact in the popular mind, that the home of books should be not merely a storehouse for books, but should be also a beautiful building and an artistic center in its broadest sense. So true is this, that where this idea has prevailed, even in our own country, and to a really artistic building has been added its proper scheme of decoration, it has proved a more popular art influence than many so-called art museums. It is seen and felt by more people who need it and should be raised by art, than almost any other place. You can go into no picture store, no matter how small, either in the United States or Canada, but you will find copies of the prophets from the Boston library.

Even the fact that these buildings are often not all that they should be, scarcely lessens their popularity with the general public of that community. This very condition, even the more strongly emphasizes the fact that the popular conception and the popular desire everywhere are primarily for an artistic building, though possibly in the narrow and restricted sense of a handsome building.

True art in its highest sense is based

upon the most practical of the practical, although most people consider art as the Romans did, something put on to decorate the building, rather than as it truly is, and as the Greeks considered it, a part of the building itself.

The trouble arises from other considerations forcing themselves in, since with a good plan one can always make an artistic building. If not, it is the fault of the architect and nothing else. But mark well, I don't say that with a good plan one can of necessity make a good classical building, or a good Romanesque building, or a good Gothic building, but simply an artistic building. The style in which that success can be achieved must be determined by study, and would depend largely upon the details and the shape and the disposition of that plan, and not be determined by the arbitrary selection of the board. Hence, having agreed upon a good plan, you cannot properly say to the architect, Now I must have a classical building. I mention that style partially because, just at present, classical or semi-classical work is considered the proper thing; it is the fashion. Let an architect suggest Romanesque or Gothic or early French Renaissance or Byzantine, and he is, especially in smaller cities, met with a cold, stony smile, plainly saying, You may think that because I don't live in Chicago I don't know anything about architecture, but you may as well understand that I am quite up-to-date, and know what is the proper thing in library styles. In fact, so arbitrary is this fad, that to submit a competitive design for a public library in any other style is practically fatal to an architect's chances. And yet a really good thing never goes out of style, and this very day thousands of your own countrymen are making pilgrimages to Romanesque and Gothic and Byzantine buildings because they are true and good and beautiful, and will be so so long as they stand, even though their styles are quite passé in America for library buildings.

Classical style I feel is a style which should be seriously considered, not

merely because the best architects from the schools usually prefer to work in it, and because just at this moment the tide of popular opinion runs strong in its favor, but partially because of past historic connections with literature, and especially because its refinement of line and delicacy of detail make it seem eminently proper for the highest artistic achievements in building. However, as a matter of fact, it is the most difficult of all the styles to obtain real success in. In the first place, it requires a formal, symmetrical, and carefully proportioned layout, which usually does not mean a preëminently practical plan. Again, for real success is required exceptional skill, education and ability by the designer, since such success depends almost entirely upon perfection of proportion, delicacy, refinement, and higher elements generally, rather than bold and striking effects.

And yet, in the face of all these difficulties, this is the style that has been adopted by probably nine-tenths of the recent libraries in the West. Is it a wonder that the majority of these (designed, as most of them are, by men of little or no school training) are a horrid travesty on art, notwithstanding they have stone columns and are enthusiastically praised by the local papers?

However, should your board desire a classical building, it must follow as absolutely essential, if success is to be attained, that the floor plan conform to the classical requirements; it must be formal, windows and doors spaced regularly; it must be symmetrical, it must have unity, there must be careful proportions in size of rooms and between openings, etc. Even the most unskilled designer recognizes these requirements as necessary, and it is in trying to harmonize these that architect and librarian both get to feeling grievously abused. The librarian tells the architect that, as far as library work is concerned, the plan will be a dismal failure unless he puts in a large window here, a stair there, a door somewhere else, and decreases the size of this room materially, enlarges and throws into the front the

other—all without the slightest regard either to the exterior, with its formal divisions, or any symmetrical arrangement or work in other parts of the building. The architect then says, probably not very pleasantly, that the requirements are absolutely impossible, and can't be incorporated into that building. As a result both feel abused, and easily put on their little halos of martyrdom!

With almost any other style one could at least approximate what was wanted; but the classic is the most rigid and inflexible of them all, and almost all the concessions have to be made in the plan, in other words, in the librarian's and not the architect's province; so that it is not surprising, even to an architect, that he feels aggrieved, and wants, in desperation, to know why any style has to be used.

My own personal feeling is that, with occasional exceptions, a classical building scheme is the most attractive and harmonious for library work, and I thoroughly believe that notwithstanding the limitations, if librarian and architect get together, each knowing and appreciating the difficulties of the other, that by united study schemes can be evolved and expedients adopted which will solve the practical problems in a fairly satisfactory way, and at the same time upon classical lines. If, however, a more or less irregular and unsymmetrical ground plan is absolutely essential, then let the architect adopt some other style which will properly fulfill such requirements in an artistic way. This resource is well illustrated by some of the charming libraries designed by the late Mr Richardson in the Romanesque.

Besides the differences that may arise between floor plans and exteriors, differences which, as you see, can always be harmonized in at least one way, viz, by changing the style, there is, however, another and far more serious difficulty which, sooner or later, always intrudes itself—money. I said that from a good plan one could always get a good exterior; I did not, however, say

that it could be done without money, or even within a certain limit of money.

In a crude way, the cost of a building depends upon its size, and yet there invariably seems to be a lack of funds, whether the building is to cost \$15,000 or \$505,000; it is, therefore, absolutely essential to keep to the very smallest dimension possible, always with the proviso that future additions be feasible. But, unfortunately, the librarian almost invariably seems to take as his standard the most crowded hours that he has, and usually asks for a building a little larger than necessary to accommodate with ease even that condition. As a result, at least three-fourths of the new library buildings, I thoroughly believe, are extravagantly large and unnecessarily expensive to maintain. For, if at any average time one visits the libraries, it is only to find readers lost in space, giving altogether a deserted, dreary, and forlorn air, and also giving the impression to the architect that just as good practical results could have been obtained, and a far better building constructed, for the same money.

This demand for extravagant room is of a necessity at once met by the counter-requirement of a cheapened building, so as to spread the money out as far as possible. Where, however, the size is absolutely essential, and adequate money lacking for the usual system, I believe there is at least one legitimate way out even of that difficulty. Frankly call the building a "Book storehouse," instead of a library, and have it openly built as such. Have on every one of the sketches and plans and specifications, and have inscribed in large letters on the front, Book storehouse. I believe under such circumstances I can guarantee that there will be no abused feeling on the part of the architect. He will make you honestly and squarely a warehouse, probably in no set historical style, and expect only the credit or condemnation he would get from any other warehouse. Although I think an occasional librarian would be willing to do this, I fear no library board would consider it for a moment. They want the prestige that

the very name library gives, and they at least pretend they want the spirit of the fine arts that comes with that name. So, instead of getting what were possible, an honest, true, Book storehouse, and, in a broad sense, an artistic building, they "request" the architect to omit here and simplify material there to reduce the construction, and make shams where nothing but the very best and the truest should find place. Thus, with rare exceptions, they deceive (but temporarily, and nothing more) the public with the idea that because they have built a house and called it a library that it is an artistic building.

To turn in entirely another direction, there is a point in which librarians should be very much more and actively interested than they usually are, viz, the selection of an architect with whom they must work. Of course, the influence of a librarian is not by any means all-powerful, and there may be some hesitation for fear of having the appearance of dictating to a board. But a lively interest cannot be taken amiss while a knowledge of the methods of selecting architects, and a knowledge of the ability and work of desirable men, if obtained by previous investigation, may materially assist the board, and, at the same time, turn work into the best channels.

For the very best results, the architect should be chosen directly and without competition. Look around, inquire about different men; never examine a drawing without looking first at the architect's name and putting him neatly into your mental catalog. Study the plan if you want to, but especially make inquiries from those who have worked with that architect, and then cross-index him and file away for future reference. Begin to do this now, even if you don't expect to build for 10 years, and by the end of that time you will be enough of an authority to have weight with any board, and you can help to choose the architect yourself. Select him, if possible, before he has made a single stroke of the pencil, and then you will find you can work with him much easier and

much more agreeably than if he had done half the work before you ever came together.

As regards the architect, one who has had some experience in a special kind of work is, of course, often able to advise quickly the means and methods by which certain results can be obtained, and consequently is, other things being equal, the more valuable man; but that your architect must be a so-called (generally self-styled) specialist, I do not consider essential at all. On the other hand, the fact that a man has designed a library, especially if it were successful, should not by any means militate against him; also, if you have an educated, professionally educated architect in view, the fact that he has not designed libraries should not be taken as evidence that he cannot. In fact, I should always recommend such an educated one (if practical too) in preference to an uneducated specialist. From his school training, and the very novelty of the problem, he will probably take more pains and give you better results than the uneducated man who grinds them out by wholesale. I have mentioned several times an educated architect; I mean not one who has simply a good education, possibly even collegiate, but one who has also a special professional education from some of the best technical or art schools. Don't take anybody else for library work, where refined and especially artistic results are wanted. It costs no more. Remember that all the great work at the Columbian Exposition was done by educated architects, and the whole country marveled and gloried in the result.

The method of selection by competition is, of course, common. Such competitions the better element of the profession avoid as much as possible, and in a great majority of cases the man selected is certainly not one that, if architects had been called to vote upon, they would have chosen as their representative. Then, consider for a moment the results to the library as well as to the librarian personally. The architect is appointed upon plans sub-

mitted, and such are tacitly adopted. They have usually, and, very naturally, been studied out for their effect, especially exterior effect, so as to be striking and attractive. To change them in what appears to the laymen even a few minor details, often must mean an entire remodeling of the whole building, with a really serious expenditure of time and money. Having already gone through the preliminary work once, even if a fair-minded man, the architect naturally feels aggrieved to have to do it over again, and yet would have gladly made his first studies in conjunction with, and probably to the satisfaction of, the librarian had he been permitted to do so. But once completed, for financial reasons, if for no other, he tries to avoid changes as much as possible, with the result that if the librarian obtains any concessions it is only after more or less of a struggle.

So to avoid this as much as possible, and obtain the best plans and, consequently, the best library, let me urge in the strongest way that all the influence of the librarian should be put in motion at the very beginning to aid the direct selection of a desirable man.

I do not propose to go into any discussion upon the requirements of a library building. Most of them you know fully as well as I do, if not better, and if you don't, you can read them up in any library publication. It is not necessary for me to startle you with the astonishing statements that there should be abundance of light everywhere, that all cases should be easily accessible, that in a small building all portions should be visible and under the eye of the assistant from a central point, etc. Such questions have been thrashed over again and again, and then, after all, each individual case is more or less different.

While at first glance one might think that all library buildings costing the same sum would be practically alike, yet, as a matter of fact, they are often very different, and yet each one well fulfills the conditions of that special case. One committee requires a men's

reading-room, where workmen can smoke and read in their old clothes; another wants an Art room, another a lecture hall. One building faces north, another east; one is on a hillside, the other on level ground; and so it goes, down to the minor details of shelving, drawers, and cupboards, differing according to the individual wishes of the librarian.

No library can be successfully duplicated from another, any more than one person can wear another's clothes. Each should be made to suit its own particular case, and this can only be brought about by frequent consultation with, and help from, the librarian. Modifications can then be made, as the necessities of money or design may require; but in any scheme, a librarian should always bear in mind that details and methods of work seen in the great libraries, like the Chicago Public, The Crerar, or the Newberry, are not necessarily applicable, or even desirable, in a small library. Certainly, at least from the architect's standpoint, it is very essential, vital, in fact, that the whole scheme should be upon its proper plane, and harmonious both in plan and in the artistic composition of the exterior and interior.

That the great majority of the library work executed, especially within the past three years, has fulfilled these requirements is, unfortunately, not true. There can be no question but that the result, however agreeable it may be to the librarian, is not satisfactory to the critical and the educated public, and even the fickle general public is beginning to feel it in the air. The daily papers reflecting this, commence to make slurring (supposedly funny) remarks about libraries and library buildings. Not over a month ago I myself received a letter from a friend, a traveled and educated man, speaking several languages, who wrote most flippantly and sarcastically of these buildings being erected over the country. Surely it is a very unfortunate condition when the press and educated people speak even with the slightest sign of disparage-

ment of libraries and library usefulness. All legitimate means should be taken to combat at once any such rising sentiment, and if it will accomplish anything in this line, surely both librarian and architect should come together, and work shoulder to shoulder, that the results, at least as far as the buildings are concerned, may be such as to fulfill equally the practical requirements of the modern library and the artistic requirements that tradition demands in such a building.

Miss Ahern then asked Dr Burton to speak of the prospective plans of the University of Chicago for its new library buildings.

Dr Burton was a little reluctant to speak because the plans were incomplete and, therefore, would be subject to criticism. At the outset of the university the plan had been to have a system of departmental libraries, in order that the books might be as close to the classroom as possible; but since the beginning many of the departmental libraries had been grouped together, and were now spoken of as group libraries, with a diminution of departmental control, and with more control at the general library, though the libraries would never be given over entirely to the Central library.

Dr Burton said they were planning for a large university, a university that would accommodate 10,000 pupils, and it was necessary, therefore, to plan for a large library; that it would not do to plan for a library of moderate size on an enlarged scale, but that they must work on an entirely different plan in order to meet the peculiar demands. It was absolutely necessary to have books, museum material, and students close together. In the nonscientific groups great difficulty was experienced in deciding in which department certain books would be most useful. According to the present plans the Central library is to be in the Midway plaisance, with the Modern languages building right next to it, and next to that the Classics building. On the other side

of the Central library will be the History building.

The general library will have a large central reading-room covering the entire top floor. On the top floor of the Modern languages building will be another large reading-room devoted to modern languages, and the Classics building will have a reading-room devoted to the classics, and so on. All these reading-rooms will be connected by passageways. The administrative offices will be in the main library, on the floor just below the reading-room, and all the rest of the space will be devoted to stacks. A complete catalog of the entire collection of the university will be in the general reading-room, and it will be possible for anyone in any of the reading-rooms to get books from the general library. It will amount to having one very large reading-room raised up into the air.

At the end of Dr Burton's address Mr Andrews asked Mr Otis if architects objected to plate glass floors and partitions as being inartistic and detrimental to the effect. Mr Otis thought they might be arranged artistically.

Mr Patton had a few words to say on the difference between a plan and a man. He said it was a man and not a plan that was needed in building libraries. A man was alive and profited by experience, while a plan was a dead thing; that a thinking man was better than any plan could possibly be.

Miss Ahern took exception to Mr. Otis's statement that libraries should not be built larger than the demands called for. She thought it necessary to take into consideration the future growth of the library. She also warned people of small places against putting up a building until time and practical experience had taught them just what they needed. It was wiser to rent for the first few years.

Mr Andrews reiterated Miss Ahern's statement about renting, and also brought forward another "don't." He urged that plenty of artificial light be insisted upon. He did not think daylight a necessity in the stack room, and

thought it unwise to make difficult demands upon the architect in order to have daylight in the stacks.

At the general session which followed, in Kent theater, Miss Sharp presided. With a few introductory remarks on the increasing demand for trained help, and the consequent necessity for training schools, she spoke of the committee appointed by the A. L. A. to report on the various library schools and training classes, and then introduced its chairman, Mary W. Plummer, director of Pratt institute library school, who read a paper on

The pros and cons of training for librarianship

Mary W. Plummer, Pratt institute, Brooklyn, N. Y.

Let us divest our minds entirely of our ordinary conception of librarianship as the administering economically and to the satisfaction of the public of a collection, large or small, of modern books. Let us look back into our origins and examine into the claims of librarianship to be called a profession. We may say that the calling began as soon as there were two records of human thought to be kept together and preserved for use; and while mankind were still inscribing these records on clay tablets, there were collections which were called libraries, and which had keepers assigned them who were learned in the material they had in charge and could make it serviceable to others.

Ten or eleven centuries B. C., for a beginning, is a date to make librarianship a most respectable calling, at least, if not a profession. Indeed we may say that there were no professions properly so called until letters made them, and that librarianship began with letters. We need not yield place, therefore, to the members of any learned calling when it comes to a question of antiquity of origin.

Does this make librarianship a profession, however? No, carpentry and masonry and gardening were all older still, yet they continue to be crafts, and not professions. What makes a profes-

sion, then? I think there is no escaping the conclusion that it is, to some extent, the quality of those professing that makes the profession? The longer and broader and more thorough the preparation required for it, the more likely is a calling to be ranked among the professions. The more hasty and technical and superficial the preparation, the less likely that it will be allowed that dignity. We have it in our own hands, therefore, to place (or to replace) the work in which we are so absorbed and in which we have such pride, among the time-honored vocations called professional.

As we look over the field of study that should be included in such preparation and consider its vastness, we are still more unwilling to yield precedence to any other calling than when simply its claims to antiquity were in question. It covers all the written and pictured records of the early world before printing, of all those nations that have risen and towered for awhile above others and sunk again, leaving only buried tablets to tell us that they existed and what manner of people they were; it covers the classic masterpieces; it covers the years when literature was kept alive by the painful manual labor of the monks in copying that little of classic letters which had escaped destruction; it covers the struggles, simultaneous in different countries, to find a permanent form into which to put the knowledge and thoughts of men by means of types; it covers the story of that wonderful outburst of the love of letters which we call the Renaissance, that enthusiasm which spread like another crusade from country to country; it covers the foundation and growth of universities; it covers the transfer of letters across the sea and the efforts of many years to collect for the people and to make serviceable to the people what had been the possession and the privilege of certain classes only; and it covers the study of the influence of these efforts upon the elder nations which begin to impart of their treasures also to the people. The study of

all this we must include in our preparation if librarians are to make or to keep librarianship a profession. No enthusiasm, no executive ability, no deftness of hand, no knowledge of technique, can take its place or make unnecessary this study of the history of books and learning. It is our background, which gives meaning and relief to the present. How are we to get this? We must read. We must care for it enough to set aside for a time all other reading. We must read not only until we feel we could stand an examination, but until we can image forth to ourselves the situation of learning in any given period or country.

This is not a counsel of perfection. It does not ask the impossible. It does not call upon us who have not had the advantage of the college course to drop everything and go to college. It calls upon us to make a better use of our time, to stir up in ourselves that desire to know which is the best thing even the colleges can inspire, and to read intelligently and thoughtfully, which is the best thing even the colleges can teach. Compared with this, a college course followed perfunctorily is poor preparation, desirable as it may be and is when pursued in the right spirit. This must be the consolation of those of us in whose youth college was not the matter-of-course thing it has now become in certain classes of society—it must be the means by which we shall make up to ourselves and to librarianship for our lack of college training. The necessary books exist in numbers; in every town there are leaders, students by nature and lifelong preparation, or teachers by profession, who can be drawn in to help in making outlines of the reading to be done and to take part in discussion. Books, modern and ancient, and even mss., can be borrowed now from some of the large collections as illustrative. In one way or another, these helps can be had, even by the solitary student, though the enthusiasm for study burns brightest where two or three are gathered together. Do not let us assign subjects and write papers,

thus absolving ourselves from continuous study and reading; let us all read and all discuss and all collect what is possible in the way of illustration. I should like to see a movement like this among libraries all over the country—a movement to instruct ourselves while we are supposed to be guiding and instructing others. As Mrs Stowe has reminded us: "You cannot always be taking out of a bag if you never put anything in it." And some of us must admit that without this we should come to the bottom of the bag very soon. There is the story of a poor white who was asked to join the church: I ain't fitten, was his excuse. Get fitten, then they urged. I ain't fitten to get fitten, was his hopeless reply. We are not in this poor man's case, I am sure. The majority of us may not be fit, but we are people of average intelligence, we are ambitious for ourselves and our work, we have energy and high ideals, and we are emphatically fit to get fit.

This is one essential of the preparation for librarianship. A desirable thing is bibliographical knowledge. I doubt if this can be secured outside of a large, well-selected library or a library school. The tools are so numerous and so expensive. Fortunately, this is not an essential for the librarian of the small library, though absolutely needful for the librarian who is ruler of many things. Aids in the selection of books for small libraries, books for students' use as well as for entertainment, are increasing, and many of them are most helpful. They are advertised in our professional papers, and the librarian who sees these, or any of them, cannot plead ignorance of such aids as excuse for a poor selection. Indeed, the small libraries nowhere in the world are so much considered as in this country, and nowhere else has any such gift been put at their service as Mr Carnegie's to the Publishing section, for bibliographies suitable for small and moderate-sized libraries.

For the student who, either in a reference library or a library school, is endeavoring to perfect himself in libra-

rianship, or, rather, to work toward that unattainable goal, the study of bibliography is an essential. He has the atmosphere and the spirit of that study in his course on the History of learning; he must also look into its technique. He should know the uses to which he can put all the leading bibliographies, those which we call bibliographies proper, as well as the national and trade bibliographies. If he is not, as who can be, an authority on subject-bibliography, he must yet know how to find subject-bibliographies and know some of the criteria for judging of one when he finds it. He must know, in the case of the most important subjects, who are the living authorities, at least in his own country. He must learn bibliographical terms and abbreviations in all languages, must become familiar with editions and prices, with the work and status of publishers and binders. Finally, he must be able to make a good bibliography himself, if necessary—one that will bear examination, as numerous bibliographical contributions of today, bearing well-known names, will not. Anyone can compile a list from various sources by the manual labor of copying—making a bibliography is a more serious thing.

There are two essentials of the preparation for librarianship which it is hard to get outside of a library school, though they may seem the most easily obtained. These are the knowledge of technique and the knowledge of administration. The apprentice, or the new assistant, can very soon learn the superficial part of both the technical and administrative work even of a good-sized library. You will hear librarians boast of the ease with which raw recruits take hold of a charging-system as an argument against the necessity of education in such matters. It is quite true that, for a stranger, it is better to give only one direction for getting from one place to another, and that he would only be confused if you told him half a dozen different ways of going; for the same reason the new assistant, having only one method to learn, learns it quickly.

But has not he who finally learns all the ways greater freedom of movement in a place, means of saving time and steps, of taking in other places on his way, that is worth the effort? It is the comparative study of technique that the apprentice or the library-assistant lacks, and that can be given only in a place where various methods are exemplified, explained, and compared. Experience would seem to show that it is this comparative study which oftenest leads to the search for reasons, to the adaptation of means to ends, to the dissatisfaction with clumsy devices, to the sweeping away of stumbling-blocks, and to the suggestion of improvements. It is entirely true that improved methods and ingenious devices are found in many libraries to which the school-trained assistant has never penetrated; and there they would stay, were it not that the schools in their study of such things hale them forth to the light of day and make them known to students who go eventually all over the country carrying the discovery with them and comparing the improved method and the ingenious device with what they find in other places. While we cannot truthfully say that improved methods began with the library school, we can say without fear of contradiction that no such satisfactory agency for propagating them was known before the advent of the schools.

It is true that the swiftest service is mechanical service, and that those libraries where the assistant becomes letter-perfect in a limited line of duties, and is confined to doing these over and over again, can get on with the smallest number of persons for such work. A greater number of books are probably given out over their counters in a given time than in the library where the staff are accustomed to a variety of work, therefore are not so mechanically expert in any one kind, but where the machinery often stops whirling so that a borrower's real wishes and grievances can be heard and intelligently attended to. There is no more art and no more science in the automatic giving out of

books than there is in the work of a slot-machine that should do the same thing, and if the tendency of libraries were in this direction of mechanizing the assistant, all hope of librarianship being recognized as a profession might as well be given up. Fortunately the tendency is the other way. The library school student, at least generally, refuses to be mechanized. Either she will not take or keep such positions in such libraries, or she will infuse some life into the situation. The library school, then, we may say, teaches the student to put life into technique, to consider technique only as a means to an end, to bear an open mind toward suggestions, and to weigh the probabilities that those suggestions may mean improvement. Viewed in this light, technical processes become interesting and the comparative study of them educative; and to this extent the schools are certainly helping toward the professional standpoint.

As to administration. In the small library—which may be compared with the large one as a private family with a hotel—administration is a comparatively simple thing, and a bright apprentice or assistant can see and understand the revolution of the wheels. She knows how and why the librarian does certain things, helps to prepare for meetings of the board, learns how to handle the varying temperaments and idiosyncrasies with which the small library is brought into contact. If she is careful to learn by this experience she has ideas of administration which only library experience can give. The student fresh from a library school is at a disadvantage beside her. Given, however, a student of equal caliber and interest in the work, and a year or so of experience changes this. Then the student has the advantage. She has not only the experience, but she has the confidence in making suggestions that comes from having visited many libraries and studied their systems; from having read widely and discussed in class the authoritative literature of her calling, from the ability to refer at any moment to her school

notes on a given subject. She is able to compare systems of administration as she was able to compare technical methods. She knows, or should know, the eminent names in librarianship in this country and abroad and what they stand for, and to which of these to refer, either personally or through his writings, in a given emergency. In other words, the school has given her in one or two years a fund of practical information which it would have taken her years to acquire unassisted, and which she never would have got in such compact and portable shape in any other way.

When the school student goes into a large library, on the other hand, she has a certain advantage from the start. She sees things dealt with in a large way and is not dazzled or frightened by it. She hears authorities referred to in a matter-of-course fashion, and the names she has at least heard or read of. She is sent to look for such and such a book or article, with a mere guess at the title or a half-translation of it, and she is quicker to draw her inferences and to grasp the scheme of location and of classification than if she were absolutely uninstructed. While she cannot see or understand every turn of the wheels, as in the small library, she catches the significance of what she does see and is curious to know the rest. She remembers what she has read or been told of library buildings, heating, ventilation, safety appliances, regulations, ways of overcoming certain administrative difficulties, and she does not suppose, as the absolutely uninstructed person may easily, that she has fallen into a perfect library because it is a celebrated one. She sees sooner the defects and is more likely to have the courage—because she knows something about such matters—to suggest improvements. Of course the library which has run for many years in comfortable ruts, and which has gained a certain celebrity in spite of this, may not care for suggestions; the fact remains that it cannot afford to overlook in an assistant the ability and the interest that lead to these.

Mind, I do not say that the uninstructed assistant would not be sufficiently interested to make suggestions, but she would not be so likely to see defects quickly; she would not have the power to compare or know how to remedy defects in a way that would not put anything else out of gear.

There is a fourth essential for librarianship, and a last, for in all this I am taking the general educational qualification for granted. This fourth essential is the personal preparation. If we compare the professions with the trades we at once realize there is a difference in their personnel. Doctors, lawyers and ministers, college professors, officers of the army and navy, have a certain code which presupposes that they are gentlemen, and wish to remain so. A breach of this etiquette strikes at the foundations of their order. Librarians and educators in general have their code still to make. Craftsmen and tradesmen may have a code, but if so, its exigencies are less. The fact that these codes are for the most part unwritten makes them no less binding; they are like debts of honor which, although unrecorded, must be paid first of all debts. If we were making a code for librarianship, what would it have to be to help that calling to rank among the professions? Surely the following would be some of its requirements:

We must have dignity, and if we have to advertise, we must be careful how we do it.

We must have humility; all boasting of ourselves or of our work is out of place.

We must realize our individual limitations and be willing to learn before we try to teach.

We must consider our work one of humanity, and must be ready, like doctors, to attend to pressing cases, in season and out of season. Too rigid holding to hours in one's work savors of the trades-union.

We must have esprit de corps, and librarianship must be even more than now a sort of freemasonry.

We must believe in our work, quietly, not ostentatiously.

We must suppress our natural tendencies where they conflict with the best interests of the profession, and, if necessary, be willing to give up the work for the good of the work. This is a hard saying, and it may sound Irish to give it as an instance of preparation for librarianship, but you will see what I mean. Suppose that it comes to my ears that I am said to be too loud, too boisterous, too flippant and familiar, to be in charge of a library, or even on its staff. The thing to do is not to get angry, but to keep a sharp lookout that this criticism shall no longer have the least foundation. And suppose I hear that my methods are antiquated, that I prefer ruts and my own comfort to the service of the public; it is plainly my duty not to resent this without self-examination, and if I find it true, either to infuse more energy and self-denial into my character, or to yield my place to someone who can fill it worthily.

In short, every one of us should say to himself or herself, Am I, personally, a credit to librarianship, and if not, what is wrong with me? Am I helping to make librarianship a profession, or am I hindering?

What does the library school do toward inculcating this ideal in its students? A great deal, I am glad to say, and when I have questioned some librarians as to evidences of this, I have been told: The students seem to come to the work with a different and broader view of it. Their spirit is different.

The schools try to teach them to believe in their work, to consider it well worth some sacrifices; they try to give students a broad, general view of what is being accomplished and of the tendency of the work, such as only the exceptional individual librarian—exceptional in command of time and strength, as well as in spirit—can give his assistants, and they do it before the student enters upon the work, when he has no preconceived notions or prejudices to be overcome.

So much for librarianship as a pro-

fession, the qualifications for it, and the part the schools have in upholding it.

The first library school—in fact, all the schools—began by laying the chief stress on technique. A perfectly natural beginning, since even the schools themselves had not begun to realize how much must be absorbed besides technique to make a real librarian. As the work of instruction continued, more and more subjects were included in the courses; some were found indispensable and were continued; some were pronounced unnecessary, or tending toward faddishness, and were dropped. Two schools adopted the two-year course as necessary for graduation; one added elective special courses in the second year, and a fourth continued to give only the one year. To myself, who, being a librarian, as well as school-director, am able to see both sides of the shield, there seems to be need for differentiation in the school courses. I would make an independent one-year course, covering all first principles and the things that are essential for every library, no matter how small, and from this course students should be recommended for a certain kind and grade of position only. The second year should include, neither the leavings of the first, nor anything which the first year needed for its equipment, but the subjects necessary to fit for a higher grade of library. Our own tendency has been to put too much into our first year, because we could not bear to have our students leave us as graduates without having at least heard of certain things. Since, with the hoped-for arrangement, they will not go out as graduates, but as certificated students, fitted only for a given grade of work, we should know, and rest content in knowing, that at any time they could come back and take up the second year as an independent course to fit them for higher work.

Some such plan as this is necessary, or the schools themselves will differentiate, some fitting for one kind of library and some for another. This would be unfortunate, for some reasons.

To me, at present, it seems a theoret-

ical view of the field that requires two years' preparation of every student. The history of librarianship and learning can be had by reading and individual study at any time and almost in any place; bibliographical study, of any but an elementary kind, is not needed in the small, or even medium sized library, and can easily be relegated to a second and independent year, and personal preparation and equipment can be acquired, as a rule, in one year.

The technical training (including the use of works of reference) and the elements of administration, elementary bibliography and the personal preparation, are all that are absolutely necessary in a one-year course, if the students of that course are to be fitted for the work of a certain grade of library only; and it is better that the student who has but one year to give should make this preparation thoroughly rather than that he should have the substance of two years crowded into one, and come out more or less confused.

There are various kinds of preparation required, or recommended, at least, by the different schools for entrance.

I The College course—It may be well for a few schools to make this an indispensable requirement, but it would not do for all of us to tie our hands so that the exceptional person without the college course could not be admitted; and desirable as the college course may be, exceptional ability and fitness without it are better than mediocrity with it. The utilitarian side of the question also presents itself, exemplified by the small library, which offers no temptation in the way of salary or reputation to the college-trained student, yet which wants the best it can afford. College graduation, however, is no longer the exceptional thing—it is a matter-of-course in most states—and the number of college graduates casting about for work is increasing at such a rate that the time may come when graduates will accept even the small salaries offered by these libraries. When that time comes, it will be time for all the schools to consider

requiring a college course preparatory to entrance.

2 Previous experience in library work is not, at present, required by any school, though it may be demanded before long. Three of the four older schools give a fair amount of practical experience during the course; it has been suggested, however, that time and effort would be saved on the part of the schools if every student-elect could take a stated apprenticeship in some library, where such an apprenticeship would be valuable, before coming to the school. So impressed have we ourselves been with the clarifying effects of practice on a student's mind that we expect to begin next fall, two weeks before the formal opening of the school, with practice in some of the simpler parts of the library mechanism, instead of waiting until the third term, and such theory as might confuse these first efforts at practice we shall reserve until the student is on firm ground with regard to our own way of doing things. This will be an experiment, and a revolutionary one for us, but we think it worth trying.

3 Experience in other than library work is not a requirement, but it is generally a very valuable part of the preparation, if it does not mean too long experience and too old a candidate. Previous business experience is very desirable; there is a certain knowledge of business ways and devices, a promptness and regularity, neatness and dispatch, gained in business experience which does not seem to be inherent in any other.

Teachers, if they have not taught too long, are often desirable candidates for the work. The real teacher is not likely to give up her work; still, it is quite possible to dislike the disciplinary part of teaching and to have, nevertheless, very valuable qualifications for certain divisions of library work.

4 Travel and social experience are a great desideratum; the ability to meet people of all grades easily, the breadth of view, and the cultivation of both mind and manner, gained by this preparation, whether or not it was intended

as preparation, are very necessary for successful librarianship.

Tests—The question of tests for entrance is a mooted one. The school which accepts without question the college diploma, the college having in turn accepted the high school or academy diploma, must run a certain risk. No diploma should be accepted without an examination into the student's course of study and of his standing throughout the course. Deficiencies in the branches most necessary to a librarian should be made good before the library school diploma is given. The diplomas of those colleges only which have a high standard and rigid requirements should be accepted. A diploma given as much as 10 years before should not be accepted in lieu of an examination, unless the candidate can show satisfactory evidence of having kept up continuously the habit of study and reading, or of having belonged to a profession in itself educative.

In addition to these safeguards, reference should always be made, if possible, to those members of the college faculty who were the student's chief instructors.

If examinations are given as tests, they should be so general as to really test the candidate's reading and general information, and prevent the possibility of cramming. They should be made to give evidence of the applicant's literary taste, critical ability, and ability to write.

The personal test is a most important one. Interviews, correspondence (letters tell a great deal), references, must all be used in this personal test. Two or three persons should interview the candidate, in order that their combined impressions may be used. The brilliant person who would impose upon one examiner would have no effect on another; who would see through the surface to the sandy foundation, or who would realize that even genuine brilliancy is not incompatible with some very unsatisfactory qualities.

Those examiners who examine candidates at a distance should be, if possible, librarians, since they know best

what other librarians want, and they should be by no means lenient in their criticism of the applicant's personality, for it is all the schools have to depend on. At times, the schools are led to wonder what their tests may be, since they speak favorably (at least, not unfavorably) of the personality of candidates who are distinctly unsuitable. This is probably due to sympathy for the candidate, but such sympathy is manifested toward the wrong object, or, at any rate, at the wrong time. They would sympathize more if they could see her at the end of her course debarred from a position by her unfortunate personality, though qualified so far as her school standing is concerned. It seems hard and unsympathetic often to refuse to help people to a post they are unfitted for, but it is the truest sympathy and the likeliest way of turning them in the direction of the work to which they are adapted.

With a class collected by these various tests, and offering the varieties of experience referred to, one year should be sufficient to fit these students for a certain grade of library, and they should be recommended for no other. The fact that a student closes his school experience at the end of one year should be no reflection on his ability or his satisfactoriness as a student; and all who have done the first year's work satisfactorily, and who wish to continue, should be allowed to do so, if they have the educational equipment to take positions in a higher grade of library, where greater scholarship is required, than in those filled by first-year students.

The certificates and rewards of training are a student's right if the work has been done satisfactorily and in the right spirit. If the school has erred in admitting a defective personality, that is not the student's fault. The work well done is entitled to its reward. If, however, throughout the course the student has shown that she cannot work harmoniously with others, or has been continuously critical and carping, I question whether the school has not a right to withhold the certificate. Frequently

the student is well fitted for some divisions of library work and not for others, and she may get through with a fair average standing, therefore. It is safer, in all cases, for these reasons, to refer to the school before engaging a trained assistant, instead of depending solely on the certificate, which certifies nothing, except that the work of the course has been done satisfactorily. In the case of one and two-year courses, the necessity is evident of giving publicity and constantly directing attention to the two grades of service provided.

The part of librarians in advancing the cause of librarianship by means of school training may be summed up as follows:

They may help by a willingness to experiment with school-trained assistants, first referring to the schools for recommendations; by reporting to the schools themselves (and not to the public, except as a last resort) the defects that seem to belong to the training and are not a part of the individual; by recognizing the seriousness and the ambition involved in taking a course of training at considerable expense, especially on the part of one already in the work, through promotion or increase of salary as soon as the test of the new assistant's fitness is concluded, and by trying to educate their boards of directors to this end; by continuing to discourage from applying to the schools persons who are in any way unfitted—by lack of education, by personal defects, by want of refinement, or who are impelled wholly by the wrong spirit. The schools have already been saved much labor and some mistakes by this sifting, but an even more rigid one could be born by inducing persons exceptionally well-equipped by personality and education to make the necessary preparation for entering upon a career of librarianship. Finally, by helping to weed out all but good agencies for supplying library training.

The foes of librarianship are of two kinds; the familiar foe, such as the candidate who, fit or unfit, is determined to have a position if influence or strategy

can bring it about; the local board, which can be influenced by any consideration except fitness; the conservative librarian, who will not even experiment with trained assistance; and the timid one, who thinks he believes in preparation for the work but dares not say so if his board is opposed. We have all met these, and know more or less where to expect them.

The unfamiliar foe is just beginning to be recognized, and the tares are so mixed with the wheat that we scarcely as yet see our way to their extermination. It is the laudable desire for preparation for librarianship, and the requirement of this on the part of libraries, become general throughout the country—a new plant, so to speak—which has brought with it, as new plants do, its own particular pest. The candidate, "fit or unfit," for position, has discovered that "library training" is the watchword; that the chances of the untrained are becoming fewer. She casts about for the method of training that will cost least in time, money, and labor; goes to the nearest source for it without investigation, and at the end of the briefest time possible proclaims herself trained, shows her letter or certificate, and gets her position. This is an extreme case. I by no means wish to say that it is the rule, or anywhere near the rule, but it is a frequent incident accompanying the gradual advance of the ideal of librarianship in all parts of the country. Such persons are to be looked out for; the desire for position will probably be followed by a desire for prominence, for leadership, for domination, and if unscrupulousness has once been the means of gaining an end, it will be used again to gain other ends. The most undesirable sort of influence and politics will enter into our councils and sit in our high seats if such ambitious schemes are not discovered in their beginnings and known in their true colors.

We must distinguish here between the person who chooses a short cut to obtaining a position, regardless of her fitness, or her ability to give longer time and more pains to preparation, and the

person already filling a position who, of her own accord, makes sacrifices to fit herself better for her work. No praise is too high for those librarians, or library assistants, who, after a year of hard work, inspired by their desire for greater usefulness, spend their vacation or leave of absence and their hard-earned salaries in acquiring more knowledge and a better and larger view of the work they are engaged in. Nor can anything properly be said against those who, with a view to occupying some position within their reach and the scope of their ability, do their utmost in the way of securing some training in advance. If you absolutely have not the money or the time, and cannot get them, for a library school course, you must, of course, do the next best thing. It is, in the last analysis, self-examination that we desire to inculcate, rather than to examine other people—a knowledge of one's own motives and one's own circumstances. Where the motives are unimpeachable and the circumstances not to be changed or controlled, it is pretty certain to be evident to those who look on; equally evident to the close observer, in spite of all their professions, and in spite even of their self-deception, is the true spirit of those who scheme and whose means and ends will not bear investigation.

Another enemy to librarianship may be found in some of the advertised agencies for giving preparation.

Some of these lend themselves thoughtlessly to furthering the aims of such undesirable candidates as we have mentioned, lowering their standards to meet the educational conditions of those who apply, instead of holding them high and sifting, from the point of view, at least, of the educational requirement, those who would enter upon a really high calling. Misplaced sympathy for the applicant, rather than rightly placed sympathy for the public and the cause of librarianship, is another weakness in some of these agencies. Sometimes, unfortunately, the difficulty lies in that want of humility of which we have before spoken; that failure to

recognize one's limitations; the desire to figure as a teacher without realizing what equipment is necessary for this, and that one has no such equipment. It lies in the inability to discriminate between good training and poor training, and to judge of one's own fitness or unfitness to impart knowledge. There may be unending enthusiasm, a knowledge of technique, and genuine good-will toward the cause of librarianship, existing in combination with an utter ignorance of some of the essentials of the work. How can I make quite clear what I mean? Let us take the case of a catalog card. It may be beautifully and legibly written or printed; it may have its words and sentences separated by the proper number of millimeters; its construction may be according to the A. L. A. rules or the Cutter rules or the Library school rules, and it may yet contain some blunder of ignorance that would make a librarian blush to find it in his catalog. And that kind of cataloging is what is going to tell against librarianship as a profession. No one but ourselves knows about the millimeters and the rules; every educated person will note the mistake of pure ignorance. And it is from educated persons generally that we are to obtain the consent that librarianship be called a profession, not from ourselves.

Still more, unfortunately, the difficulty sometimes (though rarely, I am glad to say) lies in the fact that there is a pecuniary advantage to the instructor in furthering the ends of candidates for positions merely. The training may be good or it may not; the letter or the certificate at the end is what this candidate wants. If the training be good, so much the better, for the majority of the students are probably earnestly in search of help. If it be poor, the situation is many times worse. In fact, in all these cases, if the instruction be poor or incomplete, there has been a double injury. To libraries, in certifying to the eligibility of persons who are not disinterested nor likely to do credit to the work, or who are poorly prepared, and to the student, in failing to give a just

equivalent for time, money, and labor to those who are genuinely anxious to do what they can toward a proper preparation.

I speak plainly, for rumors come from all sides of these factors at work sapping the foundations that conscientious libraries and library schools are trying to lay. I make no charge against any school, summer or winter, any class or course, but it is time to call for a little searching of hearts among ourselves. Are we lowering the level of librarianship in misguided efforts to raise it? If so, what can we do to mend the situation?

We can use every effort toward raising our educational standards to keep out those who are unfit from this standpoint. Such competition means a lower opinion of librarianship, a lower pecuniary recognition of it, a lower grade of librarian from the point of view of personal refinement, and, consequent upon these, less attractiveness in the calling for those who would really elevate and adorn it. And, above all, it means less usefulness and poorer work in the library. We can use our best efforts also to keep out of the work those who would go into it in a wholly self-seeking spirit for the emoluments only, and who will enter over the wall if they can not get in through the gate. We can examine more closely into our own right and ability to guide others. Suppose a brief and not varied library career, an entire lack of school training, and, possibly, limited educational qualifications, have we a right to establish a school or a correspondence course, or to prepare apprentices for library positions in general? There had to be a beginning in library schools as in everything else, but at this late day it would seem as if every new school should have at least one school-trained instructor to continue the best traditions of the schools, and to make use of their accumulated experience. What standing would a new college have which had no college men or women in its faculty?

Finally, we can not only refuse to recommend such sources of training as we

know to be unsatisfactory, we can go so far as to warn against them those who come to us for specific information, and to make known the better sources. When a student has put his time, his money, and his best strength into a course, and finds that all have been wasted and that his certificate or diploma has no value, because of the lack of confidence among librarians in the source of his preparation, we shall not be blameless if, from some mistaken idea of propriety, we did not guide him when we had the opportunity.

There is room for many more schools of library training; every state in the Union could have one to advantage provided it were a thoroughly satisfactory one, and existing schools of repute would welcome them, as they have already welcomed the latest arrivals, not rivals, in the field—the Carnegie Library course for children's librarians, the Simmons college course, and the Endowed school that is to be at Adelbert college.

The foregoing topic is an unpleasant part of my subject and I shall not discuss it longer, but pass on to the minor agencies of preparation and their reasons for existence. These are three in number: the summer schools, apprentice classes, and correspondence courses.

It is a counsel of perfection to say that a one or two years' library course is indispensable in every case. Libraries have multiplied so rapidly that, as in the case of some of our newer cities, "the improvements cannot keep up with the population."

The little library of 5000 to 10,000v. in a small town which cannot afford to pay its librarian more than \$600, to say nothing of the still smaller town and smaller library, cannot send its librarian or her assistant to a library school for a year or so and raise her salary on her return; neither can she always go at her own expense. And yet she has a most laudable ambition to do her very best, and to embrace any opportunity that will add interest to her work; and she can go to a summer school at less

expense, and get a course more or less adapted to cases similar to her own, giving her at least a wider outlook, a higher standard, and a realization that she has companionship in her aspirations. I doubt if the regular winter schools are doing more for the cause of librarianship in general than are the best and most careful of the summer schools, which take the librarian already in the harness and make her work more effective and her load lighter to draw.

There is the case of the small town which is about to have a library; and though it is never going to be a large one, the town has the praiseworthy ambition to have it rightly started and rightly managed. The directors have heard that there are trained librarians and they want one, but they find that there are no trained librarians to be had for \$30 or \$40 a month. Then some local aspirant offers, or, perhaps, they ask her, to get what training she can and take the position. There seems no other solution of the difficulty. As in the instance previously cited, she cannot afford to give a year, with its constant outgo of money, nor can they. The next best thing is the summer school. Right here everything depends on the attitude of mind of the board, the candidate, and the school. If she supposes, or the board suppose, that in six weeks she has learned all that is necessary, or can be considered a fully prepared librarian, the standard of librarianship is lowered; but if, by that glimpse into the field, and by the teaching of the school, she and they are stimulated to know more, to do better, to grasp every opportunity of improvement that offers, then the standard is raised. The plan adopted by some of the schools, arranging courses so that the students obtaining each year an essential part of preparation may come back, summer after summer, now seems to me to make for thoroughness.

The danger of the summer schools, and the correspondence courses lies chiefly in this fact: that they will be taken advantage of by persons having

no positions in prospect, who could by stretching a point take a longer and better graduated course, but who choose the short cut as easier. And it should lie on the conscience of every librarian, if he has ever aided and abetted such a proceeding or countenanced such a view, for the tendency is distinctly to lower the level of librarianship. The greater the number of persons in the field calling themselves trained, the greater the competition for positions and the lower the salaries offered. Library boards and the public generally now have a great respect for the word training, with a very vague understanding of the thing, or its various degrees, and if they can secure a trained librarian for \$30 why should they pay another trained librarian \$50? One thing I think the summer school and the correspondence course should insist on, the preliminary test of a general examination for persons not actually librarians before consenting to give the training. In the case of the school, the personal interview and opportunity for an estimate of the applicant's personality is, as a rule, easily secured, as applicants are usually within the state. But to know whether candidates for training are educationally equipped can be discovered only by an examination; imperfect test as it is, it is the best that has been discovered so far. I would infinitely rather my town library were in the hands of a cultivated woman, without library training, who knew her books and knew her people and had the knack of bringing them together, than that it were turned over to a young, so-called trained person, with no background of knowledge of books and an ignorant and effervescent enthusiasm for, she knows not exactly what. The pendulum need not swing back to the days of the "book-worm librarian," neither can it remain at the other end of the arc, among the librarians who do not know books and their contents, nor care for them.

The apprentice class is divisible into two types: first, the class arranged for the benefit of the library giving the ap-

prenticeship, to provide substitutes and an eligible list from which to draw when vacancies occur. I can see no possible objection to this, provided the necessary educational test is applied before receiving these young people—usually quite young, and, necessarily, of more or less defective education—and again before promoting them; and provided that the library retains the right of dismissing those whom it finds unsuitable. Where it does none of these things, or holds too low a standard for entrance, the tendency is distinctly to lower the level of librarianship. Where a library, on the other hand, accepts apprentices with no educational tests, or slight ones, entering numbers at a time, and gives them, instead of systematic training for their own sakes, only such training as may present in the exigencies of its own work, keeping them, for instance, at mechanical work for days and omitting altogether the training in certain other lines—where, in short, the apprentice's training is sacrificed to the library's needs—that library has no right to let its apprentices figure as "trained" in any sense of the word. They are no more trained than the lowest grade of library assistant. If the library wishes and is able to use the services of all these it is its own affair, though it does itself harm thereby; but when it gives credentials of any kind to such apprentices, and sends them forth with the prestige of these to compete with carefully selected, carefully prepared students, it is lowering the level of librarianship in every way.

After all, this question of training for librarianship may be very easily settled in any individual case by asking ourselves: Is this action which I am thinking of taking calculated to raise or lower the standard of librarianship? Will this sanction which I am asked to give inure to the benefit or the injury of the calling which we hope some day may become a profession? And when we have calculated to the farthest limit possible the probable results of the action or sanction, let us act accordingly and abide the immediate consequences

courageously, feeling certain of our justification in the end.

At the close of Miss Plummer's paper, J. I. Wyer, secretary of the A. L. A., made some announcements in regard to the Niagara meeting of the A. L. A.

Mr Zimmerman was the next speaker and gave

Some remarks on the net price system

W. F. Zimmermann, president of A. C. McClurg & Co.
Chicago

I am to speak to you as a bookseller and publisher, and from their point of view, on the perplexing question of discounts to libraries from the retail prices of books, more especially those published under the new net system. So much has been said and written on the subject that I may fairly assume familiarity on your part with the main arguments advanced in favor of the net price system, and yet, for the purpose of this discussion, I shall undertake to point out some of the reasons that prevailed and which brought about the charge—simply adding my testimony to the statement generally made, that the library business at the discounts that obtained prior to the introduction of the net price system, and which still prevail on a large class of books, has been unremunerative to the bookseller, although it has doubtless enabled the librarians to obtain a larger number of books with a given amount of money.

It was only the largest and best equipped booksellers that managed to handle the business at some profit, or that at least thought it desirable because it furnished an outlet for the standard books and increased their purchasing power of that class. It was not alone the large discounts given to libraries that made the bookseller's calling so unprofitable, but the custom of discounts to the public at large, and the cut prices generally which signalized the advent of the department store in the book business, largely doing away with fixed prices. It was this state of things, and the desire for self-preservation on the part of the booksellers, that brought on the agitation for reform, resulting in the introduction of the net

price system and the rules to sustain it, on the part of the publishers. It was, therefore, an effort to secure a profit, and also a patronage, which the average retail dealer had not for some time been able to obtain.

As far as net prices themselves are concerned, I think you will all agree that they should be maintained, and that the system of selling books at retail at less than the published price is inherently wrong. All you ask of the system, as I understand it, and all the public asks, is that the retail prices as fixed under the net price system shall be correspondingly reduced. For instance, under the old system a book published at \$1.50 was generally sold to the public at \$1.20; under the new net system, the publishers' price should be about \$1.20. In short, the public asks that the establishment of net prices shall not make books dearer. On the whole, I think publishers have recognized the justice of this demand, and indeed, from the start it was announced that such would be the policy. But you say that library organizations should buy at practically dealers' rates, and here comes the clash of interests, as well as a question of equity, which it is difficult to reconcile or adjust.

There can be no question that the library system has largely increased the number of readers, but has it increased the number of book-buyers? If statistics were available, or, rather, if it were possible to gather statistics to determine this question, it would probably be found that the introduction of the library system has not increased the sales of books to the extent that is sometimes supposed, however much it may have contributed to the advancement of culture and learning. Now the bookseller, as merchant, is desirous of selling as many books as possible if they can be sold at a profit, and fails to see why institutions that seem to lessen the number of buyers should be favored with large discounts. Of course, you will at once say, We do not care about the bookseller. We know more about

books than he does. Some of us buy as many as the average retail bookseller. Above all, we do not want to pay tribute. We want the money assigned to us for the purchase of books to go as far as possible. Now, this is a perfectly natural desire, and yet tribute you must pay to the author, the publisher, and to various industries that aid in the making of a printed book. But the bookseller! There is the rub! Simply because he carries on a bookstore you can see no reason why the publishers, in order to support him, should have passed such a rule as that limiting the discount to libraries to 10 per cent.

In the evolution of affairs, the time may come when the bookseller will be entirely eliminated, though I sincerely hope he may not be, even though so great a thinker as our old friend, Herbert Spencer, many years ago set out to wipe him off the face of the earth. Some of you may remember that he proposed to the British government that its postal department should act as agent between the publisher and the reader, or book-buyer. His plan, briefly stated, was this: You want a book. You step into a convenient postoffice and write on the face of a postal card the address of the publisher of the book. On the back you write your order, leaving space for the affixing of stamps to the amount of the price. Then you mail your card and in due time receive the book direct from the publisher. The publisher takes the card to his nearest postoffice and gets the cash. Now this is all very simple, is it not? Under what principle of sociology Mr Spencer devised the annihilation of the bookseller we do not know, but ever since I came across this proposition of his I have grown skeptical of his whole system in philosophy. Time never was, perhaps, when booksellers were not assailed for endeavoring to make money out of books, but just why this should be so is not clear. No fault to a like extent is found with those who handle the necessities of life, or produce them. Perhaps one reason for it is found in the fact that he is called upon to bear, not

only his own sins, but as well those of the publisher who may fix too high a price upon a book, although the public here has redress by letting the book alone until the price has been reduced, or a cheaper edition is published.

Speaking of the attacks made upon the booksellers, I want to give you a story of the poet Campbell related in Curwen's History of booksellers. At a literary dinner party, given in London in 1806, he was asked to give a toast, and without hesitation he proposed Bonaparte—yes, "Here is to Bonaparte. He has just shot a bookseller." And, shocking to relate, the toast was drank amid shouts of applause. He had reference to the execution of the bookseller and publisher, Palm, in Germany, by Napoleon's orders. Now, I hope no librarian has yet come to that state of mind, but that, on the contrary, out of the present controversy and agitation will come improved conditions for all who have to do with the circulation of books.

In this matter of prices of books, you must remember that there are three chief interests to be considered: 1) The author who expects compensation for the time and labor put into his work; 2) the publisher, who takes the risk and supplies the capital for the making of the book; and 3) the bookseller, who takes part of the risk from the publisher by buying the books—frequently in advance of publication—and who, on his part, expects compensation in the way of discounts for the risk that he assumes. From this point of view, with no risk assumed, the librarian is not entitled to any discount, inasmuch as he assumes no risk; but, on the other hand, it is generally conceded that some discount should be given him because of the number of books he purchases; in other words, that quantity to some extent should govern price. But here again comes the argument that the multiplication of libraries decreases the sale of books. And if this view is correct, the material interests of publisher, as well as bookseller, would seem to lie in such adjustment of price as will yield

a profit to both from that source—the sale of books to libraries. I say the material interest, for, after all, both are in the business mainly for the purpose of making a living—more than that if possible. The higher conception—the publishing and selling of books for the purpose of the advancement of learning, of education, and the higher motives that stimulate men to action—while not lost sight of by the nobler minds in the calling, yet still must be held in check by the money question, the question, will it pay?

I have thus far presented mainly the bookseller's view of the question, and shall now endeavor to discuss it for a few moments from the publisher's point of view. I think it safe to say that the 10 per cent rule was promulgated mainly from a desire to help the booksellers, through whom the publisher distributes his product, and whose existence is essential for that purpose under the present system of distribution. At any rate, the rule was established in response to the demand for reform on the part of an organization of retail booksellers, and it would appear that the publishers deemed it to their interest to accede to it. The publisher, as a merchant, is bound to recognize the wishes of his customers, and this question of discount is but one of many that perplex him, and possibly a minor one, however important it may seem to you. The problem for him is to create a demand for his books after having chosen a few out of the many that are offered him, and to this end his energies are directed. If he should become persuaded that the abolition of the rule under discussion, or the abandonment of the net price system, would further that end—increase the sale of his books—I doubt not that the system would be abolished along with the rules that sustain it. Rest assured he has troubles of his own.

There are probably few authors who do not think that the publisher has the better of the bargain, and that some other publisher than his own could have secured for him larger returns on his book; that his publisher has not adver-

tised liberally enough, or is in some way deriving greater profit from the fruit of the author's brain than his records of sales would show. Even that prince of publishers, the second John Murray, who probably paid his authors more munificently than any other publisher of his time, was rewarded by one of his own authors, Lord Byron, of whose poems he was the publisher, with the present of a Bible—strangely enough at a time when cruel stories of the life he led were afloat—in which was found a marginal correction of the passage: Now Barabbas was a robber, altered into. Now Barabbas was a publisher—a palpable hit possibly at some publishers, but scarcely applicable to Mr Murray. This was nearly 100 years ago, and to many the publisher still appears a robber, and probably will till the day comes when all private property will be no more.

While Herbert Spencer proposed to eliminate the bookseller there have been, and are, other authors who would like to eliminate the publisher, as evinced by the authors' associations recently formed here, as well as abroad, for the purpose of publishing their own books. Like attempts have been made in the past—for instance, 150 years ago Lessing brought about an association of authors in Germany for the same purpose, which broke up, however, after an experience of a few years, during which time these associated authors found, first, that they had underestimated the cost of bringing their books before the public, and, second, that an inevitable item of their expense was the loss on books that had not met with sufficient sale, and which more than offset the gain on those that had proven profitable.

I have referred to the antagonism against the publisher and bookseller merely to remind you that there are others who do not approve of their methods, and who think that one or the other could be dispensed with in the production and dissemination of literature.

You will perceive from what I have

here stated that I believe publisher, as well as bookseller, are necessary parts of the whole, and should be sustained by all who value the importance of books, and that those most vitally interested in their dissemination, at least as articles of commerce, ought to be best qualified to determine what is necessary to that end

As far as the 10 per cent rule is concerned, I can see no immediate prospect of its repeal, and the only legitimate way to defeat its operation is for you, ladies and gentlemen, to determine not to buy a net book until it is one year old, and thus the whole question would be solved, while in the long run your shelves would probably gain in value. But your patrons demand the latest books, and explanations must be made. Still, would it not be better to curb this demand for the latest books until time has demonstrated their value, or their lack of it? If the present rule remains you may be sure that you will be furnished from time to time with a list of the books no longer subject to discount restrictions. Indeed, I think your friends, the booksellers, will crowd each other in their efforts to secure your orders for these books at what in trade are called tempting discounts.

Mr Hopkins said that at last the publishers had been heard to say something; that, of course, Mr Zimmermann was in a ticklish position and that there were some things which he could not say.

After some announcements the meeting adjourned till next morning, leaving Tuesday evening free.

Wednesday morning

The first session Wednesday morning was devoted to Work with children in the public library, with Mary B. Lindsay, of the Evanston Public library, for chairman.

Katharine E. Gold, of the senior class of the Illinois State library school, read a paper on

The training of children's librarians

Library work with children may be said to have had four phases of devel-

opment. First came the preparation of special book-lists; then the coöperation of the library with the public school; still later, the opening of reading-rooms for children, and now, in the separate children's room with the specially trained librarian of its own, we have the culmination of the whole movement, including and expanding all the rest. Among the earliest reading-lists were those prepared by committees appointed by certain religious bodies in New England, to improve the quality of Sunday-school libraries. Other lists were made out by teachers or by librarians with reference to the needs of the teacher. This brings us to the second stage, that of coöperation between librarian and teacher.

For a number of years progress seemed slow. As early as 1883, Mr Cutter wrote a prophetic account of the Library of 1983, in which he spoke of the library of the future as a place where there would be a reference librarian especially for the children.

The first definite record I have been able to find of a library reading-room for children in this country, is the one started in 1890 at the Brookline Public library. In September, 1896, an article in the *Library Journal* enumerates about 17 libraries having children's rooms, in a number of which were collections of children's books apart from those for adults.

In 1897 Mrs Fairchild, then Miss Cutler, urged the desirability of a special course for children's librarians. The New York State library school, however, has not, up to the present time, given such training, except in so far as a model children's library in the state house at Albany furnishes the students with practice. It remained for the Pratt Institute Library school to follow up this suggestion. Pratt institute offered exceptional advantages for such a course in the kindergarten department, and in the possession of a highly developed children's room. The course, begun in October, 1899, was entered upon after an examination, or after the first year's work in the library

school. The students were given work of three kinds: the study of children, the study of children's books, and the study of proper methods for the children's room. Practical work in the Pratt institute Free library gave opportunities for observation and study of the children themselves. The study of juvenile books included their history, their subject, and their adaptation to the needs of the child. The study of methods was not confined to the local library, but included also comparison with successful methods in other places. Subjects bearing on the general education and development of the child were studied in the kindergarten department of Pratt institute. Evening work in the children's room of the library was found particularly important to develop the sense of responsibility, executive ability, and ingenuity of the students. During the present academic year the second-year courses at Pratt institute have been suspended, since there were not enough applicants for admission to pay for continuing them at present.

The training school for children's librarians at the Carnegie library of Pittsburgh was a natural outgrowth of their unusually complete branch library system. There was, first, an apprentice class to train assistants for the numerous children's rooms, and, then, a training class which finally developed into a school devoted exclusively to the training of librarians for children. As at Pratt institute, the admission is by examination, and the number of students is limited. The course, however, extends over two years, and is the most complete which is given as yet by any school.

The first year furnishes technical instruction, with special regard for the requirements of children's work. Children's literature, picture work, storytelling, coöperation with schools, and psychology, are also studied. The second year gives more advanced work along the lines already begun, with the addition of the study of civic education, as connected with the training of the young citizen. Coöperation with

the Pittsburg and Alleghany kindergarten college furnishes such instruction as the students need in special kindergarten subjects. Students of the first year are assigned work as assistants in each of the six children's rooms of the branches, each one changing from one branch to another at the end of eight weeks. Seniors are each given charge of one of the children's rooms for a year. Each student has also charge of a home library group, and gives in addition to this one afternoon a week to work connected with the city schools. As at Pratt institute, the morning is devoted to class-work and lectures, the afternoon and evening to practical work of various kinds. As at Pratt institute, the students derive much inspiration, as well as instruction, from lectures given by specialists in library or kindergarten work, people with national reputation.

Of the other important library schools, neither Drexel institute nor the Library school at Illinois university give separate courses of training for children's work. At Drexel, however, the students have some practical work in the small library of the Philadelphia college settlement among the Russian Jews. They have also the opportunity of some practice with the Home libraries of the Civic club of Philadelphia.

At Illinois university the children's room of the Champaign Public library with its branch, and a Home library in Urbana given by the present senior class, furnish the students with practice in children's work. Since last September a senior has been made responsible for the work in the children's room of the library, and another has been given charge of the branch library. Still a third has superintended the Home library in Urbana.

The senior students assigned for the year to the children's room and to the branch have visited schools, planned bulletins, and planned stories for the Saturday afternoon story-hour. They have also supervised the making of a shelf-list, and the classification of children's fiction according to subject.

Other senior students have spent two weeks at a time in working out these plans, with the assistance of juniors in such mechanical details as they are fitted by their less advanced training to attend to.

Brief summer courses in children's library work have been given at the Wisconsin and Iowa summer schools, but these are intended only for librarians of some experience who wish to study methods in libraries outside their own.

Simmons college in Boston aims to give the equivalent of the two-year courses of library training, with sufficient general instruction to extend the course over four years. During the past year they aimed to give only freshmen work in any line, and I have seen no statement of their intentions with reference to children's librarians.

The new library school at Western Reserve university has not yet made public its plans for the training of children's librarians, although Mr Carnegie's interest in branch libraries leads one to think that the school which he has founded will naturally give great attention to children's work.

I shall attempt no enumeration of the libraries which train their own apprentices in children's work, since the training in most of these cases is adapted to the needs of one library, and lacks the advantage of comparison with the methods of other libraries.

The extraordinary number of new libraries springing up all over the country, each with its children's room, increase daily the opportunities for trained workers. Numerous branch libraries in the large cities demand still more training. It is quite true that many successful children's rooms have been carried on by librarians whose only teacher was experience. Experience, however, is a school in which most people learn by making mistakes, and the more we have the welfare of the children at heart the less we will wish to have our experience at their expense. Looking at the subject from a merely selfish point of view, the training is a great time-saver, since we can

thus in a few months learn from the experience of others what might require years of costly experiment to learn by ourselves.

After Miss Gold's paper Miss Lindsay spoke of the potent influence which the teachers have over the children, and of the necessity for those who have the training of teachers to bring them into touch with library work. Short reports from some of the librarians of the state normal schools followed.

Miss Milner of Normal said the students were very ignorant of books, as a rule, when they entered the school, but that they were given access to the shelves, and in using the library for their own work they grew familiar with the books. Twice a week she explained the classification, the use of the catalog, and the charging system. She had no regular classes in library science, but in connection with their daily lessons they were taught to use the library intelligently. When the students became pupil teachers, Miss Milner said they were told about book-lists, pictures for their school libraries, and that they were also introduced to public documents. The method employed with the summer school students was somewhat different, as they were all teachers of experience and knew what they wanted. Once a week a lecture was given on the formation and use of school libraries, and books illustrating some special subject were on display. They were also given lists of books that would be useful to them in their work.

Miss Beck, of the Charleston Normal school, said that a required course in library science was given every spring. The class met every day; some apprentice work was required and some outside study. Lectures on books suitable for a school library were given by professors of the school. Lists for different sized school libraries were also suggested. Miss Beck told of the work done in organizing school libraries for the teachers in the surrounding schools. The books were selected, classified, cataloged, and accessioned, and with a few simple rules for the carrying on of

the work were sent to the school requesting them.

Miss Dickey, of the Chicago Normal school, said that the teachers did actual work with the children, looking up books for them and assigning additional work for them to look up in the library. The children were using the library more this year than ever before, and the teachers were very much alive to the work that the library could do for the children.

Edna Lyman, children's librarian of Scoville institute, Oak Park, said that their children were very flesh and blood children, and that the theories in regard to children's reading did not always work out in practice. Just as soon as the child entered school he was allowed a card. For the children of the first grade she found Heath's Home and school classics very useful. The size of a book often appealed to or repelled the child. They wanted little books and were often appalled with large, thick ones. At special seasons, such as Christmas, New Year's, Thanksgiving, etc., the children's librarian visited the schools and told stories connected with the approaching holiday or festival.

She emphasized the necessity for having unity of idea between the school and the library, that when the child was studying basket weaving in school an exhibit of basket work at the library would prove of great interest to him. The story hour instituted for Saturday afternoon had proved a great success, that as the children found their ideas very early in life it was necessary to start when they were young to direct them into proper channels. A children's librarian should understand why stories were suited to children between certain ages; she must know something more than that they were good stories. Miss Lyman said that any boy who did not pass through the barbaric age was not normal, that it was natural for him to crave blood and thunder stories, and that the duty of the children's librarian was to feed intelligently this demand. She then suggested some good chil-

dren's books which had been helpful to her.

Miss Hoover of Galesburg told of the success of the children's room in their new public library, of the interest taken in it by both old and young, and of the constantly increasing attendance. Having been opened but a short time they had had but one story-hour and one exhibit, but these had proved so satisfactory that more were to follow.

Mabel Marvin of Jacksonville said that in their children's story-hour they told stories from the classics, as children were not apt to read these of their own accord. Before long they were to have a bird day.

Miss Parham of Bloomington said they had had a bird day last year, which was the most successful thing they had ever attempted. The children were invited to bring their own birds, and the library was filled with all kinds. She also advised librarians not to be discouraged by pessimistic trustees, who were apt to look askance at children's rooms.

Miss Hill of Evanston told of the grade meetings in which the grade teachers and the reference librarian met together to discuss the work with schools and children. She also spoke of the Children's library league, formed about two years ago, to which all of the juvenile library patrons belonged.

George Butterworth, librarian of the State reformatory at Pontiac, told of his work among the boys there. The majority of the boys had not been in the habit of reading good books, and they craved wild and exciting tales, but when they found these could not be obtained they would take something else. He found it rather difficult, however, to select the right kind of books. Fiction, of course, was in greatest demand, but the call for history, science, and literature was very good. He said they had found magazines very useful, and in closing asked that people who had numbers of magazines to give away, especially the *Scientific American*, would send them to him.

The *Little chronicle*, a juvenile news-

paper published in Chicago, was represented by Mr Atkinson, who thought that the newspaper ranked next to the school, but that the school, library, and newspaper should cooperate and work together. He pointed out the usefulness of a newspaper especially prepared for the needs of the young people, something similar to a regular newspaper with the objectionable features eliminated; one that should tell the news of the day followed by questions of practical value which should make the child think, and refer him to other sources of information for the answer. These things, he said, were what the *Little chronicle* was doing.

At eleven o'clock, in Kent theater, the association again assembled to listen to a paper on

Library machinery

Isabel Ely Lord, librarian of Bryn Mawr college

In a certain college that I know it is a current saying among the under-graduates, that although a few of the courses begin with the creation, the great majority begin with Aristotle. There is as much truth in the remark as there usually is in an epigram, and more than this, there is truth in the principle whose practice has inspired it. Whenever we, for example, of the library world, find ourselves face to face with some practical problem, we go back, perforce, to the primal principles to start there the train of reasoning that is to lead to our decision. There is no half-way house at which we may stop, unless one built by us before, on a road we have already traveled. So, then, when there grows, as there undoubtedly does grow, louder and louder the murmur against "library machinery," we must go back to the simple question of the end of a library, of the reason for its existing, before we can be sure whether truth is served by this murmur, or whether it is but the voice of the pessimist crying in the desert of his fears. It has become articulate, this murmur. "Library machinery," it begins, "is too complicated. It demands the bulk of the time and energies of every library. Cataloging, classify-

ing, recording, statistics, routine—these are the imperatives everywhere. Time, strength, and the public money are going to create an enormous network of more or less efficient bands and pulleys and wheels, and real library work is languishing. Simplify your catalogs, burn your red tape, take the talent from your cataloging room and put it at the issue desk! Cease to be a machine; become an organism, a living thing. Awake, awake from the self-satisfaction of your printed cards and neat labels!" The murmur becomes a shout, you see, and one trembles a little. For everyone of us who has watched the course of library work of late knows that there is some truth somewhere in that accusation. What is it and where? How shall we rescue it, and with it the work to which we have vowed our service?

It is, of course, quite impossible to discuss the subject in all its aspects in as brief a time as is allotted for this paper, and there is, again, obvious propriety in confining the discussion to the free public library supported by the community. It is against the free library that criticisms are chiefly directed, and it is the free library that presents now, and will present still more in the future, the great problem of library work. All institutional libraries are conditioned by the foundations to which they are attached, and their ends are, therefore, determined by extra library considerations. The public library, on the other hand, is an institution in itself, and a free agent. All of the modifications of the system of a community foundation supported by the community—all the endowed, partially endowed, and privately enriched libraries are only, so to speak, variations, and may be for our purposes disregarded; for practically every one of these comes by the intention of its founder under the same ruling as that of what we deem the normal type.

I say advisedly; what we of the library world deem the normal type. That the American nation at large does not realize the significance of accepting such a norm is clear enough, and Amer-

ica is as yet nearer such a realization than any other country. But it is true that our people have not yet accepted the public library as a necessary part of a complete educational system. How many causes make for this result is an open question, but two stand forth clearly. The first is the fact that private benefaction has established and maintained an enormous number of libraries; the second is, that the doctrine itself has not been sufficiently preached. I expect skepticism to greet that last statement, of whose truth I myself am profoundly convinced, but before its consideration comes that of the first. Far be it from me to detract in any way from the praise due to the woman or man who by the gift of a public library enriches any community. To those who have given so generously we owe a mighty debt, and, perhaps, chiefly for the homely reason of the proverb—that the proof of the pudding is in the eating. If these libraries had not been given and maintained, if these object lessons had not existed, the cause of the public library would lack the argument that appeals most strongly to that important person, the average man. With them the point has been practically proved; without them it would have been impossible for the library movement to grow with the extraordinary rapidity that has characterized it; without their support the child today is hardly able to walk. Nevertheless, when all this is said, it remains true that because of these numerous foundations the public at large considers this the natural way to establish a library, and, therefore, considers the public library more or less of a charity or a luxury. That this is only a temporary misconception we have faith to believe, and that it has remained so long is, in my opinion, largely due to the fact stated as the second cause why public libraries supported by the community are not everywhere in America recognized as a necessary part of our educational system—namely, that the doctrine has not been sufficiently preached.

I have said that I expect this state-

ment to be received skeptically, but I do not expect the skepticism to stand long against meditation on the subject. We take it for granted—you and I—that the educational system of a country is incomplete until it includes the public library as supplement and complement of the public school. We refer to it in papers that are never read outside the library circle; we insist on it at meetings whose proceedings are in the same case with the papers—and we do very little more. Ask any intelligent man or woman of your community what he or she thinks of the public library. In nine cases out of ten the answer will be that the public library is a good thing, a fine thing—perhaps even a “splendid” thing. Do you ever expect anyone to answer that the public library is a necessary part of the educational system; that it is not a question what one thinks of it so much as what one thinks of the best way for it to do its work?

And when the magazines and the public press talk of the rapid growth of libraries, of their circulation increasing with appalling—only they say gratifying, do they not?—rapidity; when they boast of the multiplied use of books, largely, they say, due to public libraries, how many of the writers, if they be not professional librarians, have ever guessed that the public library is a necessity for the making of future citizens? And if the writers are by chance of the guild, how often do they point it out?

It may be objected that people outside of the actual work cannot be expected to look on it as we esoterics do. Certainly not, if no reason is given them for the faith that is in us. But if we cannot state the matter so as to convince these intelligent citizens of whom I speak, our case is a sorry one indeed. Moreover, there must be something wrong either with our principles or with our statement of them, for unless the place of the public library in the educational system is one that can be proved clearly to those who care for education as a whole, that which we hope for and confidently expect cannot come

to be. Our standard for the work cannot become the general standard.

There is a current cry—and the voice sounds familiar—that the library does not advertise enough. The term is objectionable, to my thinking. The library is not a "commercial proposition," and its ends are presumably not best attained by commercial means. But that the principles and work of a library should be made known widely and constantly is not a question of advertising, it is a question of giving information. It may seem quibbling to distinguish between "giving information" and "advertising," but although the term may be etymologically almost identical, their connotation is today quite different. One is somehow reminded, as to this matter, of Mr Dooley. Do you remember his remarks about the preacher? "If he says what he ought to say," remarks the philosopher of Archey Road, "it aint worth rayportin' in a newspaper, an' if its rayported in th' papers he's said what, bein' a preacher, he hadn't ought to say." Suspect the library that really, in the modern sense of the word, advertises, even when it brings in its hands the gift of a large circulation.

It is not now my concern to point out how the facts of library work may be most convincingly arranged and most effectively distributed, but one hint in passing will take me very little from my path. In putting forth the claim of the public library as an educational institution, there should always be a careful definition of "education" and distinctions drawn between the different parts and kinds of it. It must, for example, be pointed out that education may be formal or informal, by direct methods or by indirect, and that the public library is not a formal educational institution like the public school, with the direct method of authorized teachers, but an organized institution for informal education by the indirect methods. If such a distinction is clearly drawn it will not seem, as it now so often does, to the citizens of a town that desire to start a public library, that since they are extending the educa-

tional system they should put the extension under the same management as the first founded, and make the library system an appendage of the school system. Perhaps, also, when the distinction is carefully made, there may vanish some of the prejudice against the library as a didactic "paternal" institution.

If, now, we not only believe the public library to be a necessary part of the educational system—as I, appearing before a conference of librarians, have felt justified in taking for granted—but if we can also prove it to the public at large we have our formal principle recognized by critics and criticised alike, in this question—which you may think I have forgotten—of library machinery. If in addition we accept the distinction between formal and informal education, we have taken a further step. But we have yet to consider what is the end of a great organized institution for informal education. None other such exists except in a sporadic way, in what are indefinitely called museums of one sort or another. How does an institution for informal education do its work? With no teaching staff, what is the directing power? Or should there be none? What is the principle of indirect influence? There are three essential elements of education—acquisition, discipline and development. Discipline is got through authoritative direction controlling development; the latter comes from the exercise of the faculties on the material provided by those who direct and on all other material coming within the reach of the mind—in other words, on acquisition. The distinction becomes instantly clear, then, between the school and the library. The latter has nothing to do with discipline, no authority in direction. Its function is to provide the material for acquisition and development; to endeavor, so far as that is possible, to provide exactly the right material for each individual, without in any way imposing its direction on him. That it will ever be possible to do this perfectly for every individual in any community is

more, I fancy, than anyone has ventured to suppose. Such a counsel of perfection is too high for those held by the bonds of mortal limitations. But this is the ideal toward which the public library is to work. The nearer any library approaches it, the better does that library realize the end for which it exists.

Whether the intention of the critics is to cast a slur on the means to this end in dubbing them "library machinery," it is hardly worth while to inquire. The term is good enough and accurate enough. The means by which any organization or institution attains its ends are its machinery. But perchance the critics may think that I am begging the question in assuming that they consider cataloging, classifying, record-keeping, and so forth, the means to the end. Indeed, I myself should be the first to criticise those who considered them the only means. In a public library the books are the material with which its work is done, the plant, so to speak; the various processes of the library are the means by which the material is utilized, the machinery; and the power that makes the whole effective is the directing power—the man behind the machine. But the man and the material will not produce the finished product. There must be tools—machinery.

All this is indisputable, and it may well seem to anyone a waste of time to say it over. But now the road from Aristotle to the beginning of our special course is all traversed, and we come to the point of departure of the critics and the criticised. On the one hand is the claim that the machinery is too complicated, too prominent, consuming the best energies of the men and women who should be doing bigger work. On the other, the answer comes promptly that the machinery must be complex to produce the needed result; that it has been necessary to spend perhaps an undue proportion of time in perfecting, or trying to perfect, its various parts, but that things are now readjusting themselves; that the library

has only fallen into line with every other modern institution in getting its effects by the use, not the abuse, of machinery.

One might, indeed, if the simile were not too closely followed, say that it was a question whether the library should be turned over to the arts and crafts as a handiwork or left in the category of that which is but done by a certain amount of machinery. Such a comparison brings out at once a great objection to the application of the handiwork idea. That is always a personal affair, an expression of personality. No one artist can ever replace another. Now, although certainly personality counts as heavily in library work as in any conceivable, yet it cannot be too strongly insisted on that the work of a given library should never depend on a given personality, that is to say, though the personality makes the library effective, yet the "plant" should at any moment be such that any other personality of sufficient effectiveness can replace that then dominating without serious loss to the power of the library. This is, of course, the argument for uniformity, as far as possible, in all the parts of library machinery. A changing staff is almost inevitable, and the greater the uniformity of methods and especially of principles, the more easily will changes be made, and where change in personality is sure to occur, sooner or later, the more perfectly the machinery part of the library works the more effective will be the continuous life of the library.

But there is another argument of importance on the side of machinery. In every organization, as in the human organism, there are a certain number of functions that are best performed by reflex action, for two reasons: first, because they are most perfectly done thus; second, because they leave the mind and will free to use their activities elsewhere. No man thinks, surely, that he could breathe as well by willing every breath as he does now when the spinal chord takes care of all that; and any man knows that if he had to

use his mind and will to keep the breathing process up, he would accomplish very little else in life. And it is not only purely physical processes that are thus handed over to involuntary control. I remember hearing once a heated discussion as to which is the more courteous man, he who lifts his hat to a woman consciously and deliberately, as a tribute definitely realized, or he who, when a woman bows to him, puts his hand to his hat as instinctively as he draws in his breath. There is surely no question that the man is more highly developed, of a higher type, in whom courtesy, as decided in form by his environment, has become what we call, suggestively second nature. And so, as has been said before, in every organization there are certain processes that can be carried on mechanically, leaving the mind and will of the directing power free for higher work. This is, of course, never true of any relations with human beings as such, but it is true of a thousand and one details of dealing with inanimate things in a library. It is a fact established beyond doubt by modern psychology, that if an accurate copy is to be made of any written paper, it is done far best by the person who does not think at all of the meaning of what he copies. Quite naturally such copying is not always desirable. If there is, for example, a possibility of error in the copy set only the person who thinks of what he or she is writing will find the error. But the statement I have made above is none the less true. That does not, naturally, mean that library copying should be mechanical, but only that of a certain class of work it is true that thought is not needed. This class of work should be carefully distinguished.

Someone, however, is getting impatient and accusing me again of begging the question. This is not, says the someone, at all to the point, which is that too much time is spent on cataloging, classification, and, well, chiefly on cataloging. The old cry comes back: Take your talent out of the catalog room and put it at the issue desk.

There is where the best in the library is needed! Softly, softly, oh critics! who has denied your last statement? And who, pray, is willing to accept what is implied in the first, and to put inferior work into the cataloging department? What nonsense it all is! As if there were any question that the best work of its kind should be given in every department of the library, and that in each department the requirements are different. Would the ideal cataloger make the ideal issue clerk, pray? And if so, why? There are certain primal qualities necessary in every department, but in combination with them there is a set needed in the cataloging room—about as different as well can be from the set needed at the issue desk. There is no question whatever of alternative; there never was and there never will be.

Quite aside, however, from this question of fitness, which refutes the complaint definitely but not directly, there is a direct refutation as strong as anyone could wish. Cataloging is not one of those processes that may be reduced to the action of the spinal chord. It requires grave care, unusual judgment, knowledge of many kinds, energy, accuracy of the most minute variety, and common sense ad infinitum. It is work not only valuable, but essential to the library. By it one of the indispensable parts of the "plant" is kept constantly in repair. It records the great part of that knowledge that can be recorded for the people to come after; it takes its place with the agencies for enabling human beings to avail themselves of the knowledge of the past, and so to begin that much farther along in the path of progress. The time spent in insuring accuracy—and that is much time—is that which insures confidence in and reliance on the work. The time spent in acquiring knowledge that is in various ways shown on the catalog card is time saved for the future. And the value of this confidence and this time saved increases much more rapidly than in simple geometrical proportion to the increase in size of a library. As the collection of books grows beyond the com-

pass of the detailed knowledge of one man, the importance of the catalog increases in a proportion that comes well-nigh being geometric. It is quite possible, naturally, to spend more time and knowledge than can, so to speak, be stored up, and the mistake is a weighty one. But in considering the future efficiency of the "plant"—not by any means the last thing to be considered—the knowledge and time wasted will not count as much against efficiency as the lack of them if they be spared. This is not tantamount to saying: Err in the direction of too much and too careful cataloging. That would impair the present efficiency of the library, which is not the last thing to be considered, either. It amounts to saying: Use your common sense and record for the future staff of the library, as well as for your own use, just as much as you possibly can that will be useful to them, and record it in such a way that they can rely on it. All outside aids, such as printed cards, are a taking advantage for present efficiency of the work of others in the same way but in a broader sense, and all these should be used liberally and thankfully. Your own record can thus be left that much richer and fuller. Neglect of that record will probably fall back on your own head in your own day, unless that be phenomenally short, it will surely add a heavy load to the burden of the future.

If I have spoken of cataloging alone, it is because it is the most time-absorbing, perhaps the best as an example, and certainly the most criticised. But the same reasons apply in the same way to all those varying and interdependent records that are part of the work of what we call a well-organized library. They are the manufacture, the repair, the keeping in condition of the machinery. If it lacks a wheel, or if it gets rusted somewhere, out of condition in any way, the library has in so far lost efficiency.

But here, perhaps a little unexpectedly, let us concede a point to the critics. Unwilling as we are to allow that the importance of good cataloging, of

careful records, can be overestimated, yet let us admit freely that the proportionate stress laid on them has been too great. And here, in this very concession, we find new strength for our defense. For the reason that the stress has been so great, so disproportionately great, if you will, is because those who foresaw the rapid increase of library work saw at the same time that if that work was to be well done, it must have machinery adapted to its ends ready for its use when the time of expansion should come. If the stress is still strong on this need, it is because it still should be. It never was too strong absolutely, only relatively. And now that the side of dealing with human beings is being increasingly accented, proportion is restored.

But again I repeat, what cannot be too often repeated, that any idea of opposition between the claims of library machinery, and those of the people for whom it exists, is an absurdity. The machinery is a basal thing. It is not the end of the library, and there is probably no one alive—certainly no one dead—who thinks it is. But it is a means absolutely essential for the attaining of that end. It cannot be too good; in only isolated instances is it too complicated; the time and energy spent in combating it had much better be spent in improving it. There is enough to do there still. Those who have done most in inventing or perfecting its various parts will be the first to welcome any simplification whatever, provided, and only provided that it does the work as well or better. Library machinery will undoubtedly be improved, and as with every other sort of machinery, the improvement will be sometimes a simplification and sometimes a complication.

Comparisons are, as I have implied once before, dangerous things if one is too literal, but taken broadly they often prove most illuminating. There seems to me none better fitted to illustrate the point under discussion than that of the great central electric light plant of a city. Into every most distant corner,

into private house and public square, into the highest tower and the deepest cellar, it sends the current that results in the dispelling of darkness. But the light is not produced without infinite detail and the accumulation of the applied wisdom of many men. In where the great dynamos whirl softly you may marvel over the evolution of the utilization of the stored energy. Many months of study would be too short for the fascinating tale of change after change, modification after modification, sometimes of the most minute, sometimes of the most radical, always important, that have finally brought the machinery to its present effectiveness. The machines are useless without the men who run them, without the directing knowledge and the directing skill. They would be useless, too, should the mysterious force they utilize disappear from the universe. But without them, feeble indeed would be the power of that handful of men to turn night into some faint imitation of day, and useless indeed that mighty force unless harnessed and controlled by man and machine. Is there any opposition here, forsooth? All three are working for the end, and that end is unattainable without the shafts and bands and pulleys and wheels. It is impossible to overrate their importance unless (if ever that happens) it is forgotten that the end for which it all exists is—the distribution of light.

The secretary of the American league of civic federation, Mr Routzahn, said a few words in regard to the work they were doing. He spoke of the league as a bureau of information, and that it was glad at all times to help libraries along the lines of civic improvement by sending pamphlet material and printed matter, or telling where the necessary information could be obtained. The bureau would be glad to provide outlines of courses of study, and also furnish special program classes. By addressing him at 5711 Kimbark av., Chicago, one could obtain more detailed information than he had been able to give.

At the close of the morning session the association went in a body to see the exhibits in the Press building.

The meeting closed with a business session Wednesday afternoon.

Mr Hopkins announced the election of the officers nominated by the council, and the choice of Miss Roper for secretary by the president.

The annual report of the secretary was then read, followed by the report from the Bureau of information, which consisted of a report on the progress of the History and statistics of libraries in Illinois, soon to be published. The director reported that it was hoped to have the material ready for the printer by June 1, so that it could appear in the summer as a number of university studies issued by the University of Illinois.

A letter was then read by the secretary from the director of the Bureau of information, asking that the bureau be discontinued; that it had been considered a temporary expedient, pending the creation of a state library commission; that now, as an incorporated body, the association was in a position to do the work of a commission, therefore it seemed that the work of the Bureau should be transferred to the secretary of the association.

The recommendation was adopted after some discussion.

C. B. Roden, chairman of the committee on by-laws, then read the following by-laws, as adopted by the council Monday morning:

By-laws

ARTICLE I. OFFICERS.

Section 1. The term of office of all officers of this association shall commence at the adjournment of the annual meeting at which they are elected.

Sec. 2. The duties of all officers shall be such as are ordinarily implied by their respective titles, except as modified by these by-laws.

Sec. 3. The secretary and the treasurer shall render annual reports to the association at its annual meeting, and these reports shall be filed and preserved with the records of the association.

Sec. 4. The secretary shall preserve a complete file of records of the proceedings of all meetings of the association, the council, and the executive board, and shall transmit the annual report to the secretary of state of the state of

Illinois, in accordance with the provisions of the statutes of the state.

ARTICLE II. DUES.

Section 1. Dues for the current fiscal year shall accompany all applications for membership in the association.

Sec. 2. Annual dues shall be payable on the first day of January of each year.

Sec. 3. The treasurer shall mail notice of such dues to each member within one week after the first day of January, and a second notice to all members who have failed to pay the same at a date not later than two weeks before the day of the opening of the annual meeting of the current year.

Sec. 4. No person shall be permitted to take an active part in the meetings of this association in any year for which he has failed to pay the dues by the day of the opening of such meetings. Nor shall such person be eligible to office in the association, or to membership in the council.

Sec. 5. Failure to pay dues for any year by the first day of January of the following year shall constitute forfeiture of membership.

Sec. 6. Persons who have forfeited their membership through nonpayment of dues may be reinstated upon payment of dues for the current year.

ARTICLE III. ORDER OF BUSINESS.

The order of business at the annual meeting shall be as follows:

- 1 Call to order.
- 2 Address of president.
- 3 Reports of secretary and treasurer.
- 4 Miscellaneous business.
- 5 Election of officers.
- 6 Resolutions.
- 7 Adjournment.

ARTICLE IV. ORGAN.

The secretary shall transmit reports of all meetings of this association to PUBLIC LIBRARIES, which is hereby designated as the official organ of the association. It shall be the duty of the secretary to preserve, as part of the records of the association, one copy of each number of PUBLIC LIBRARIES in which such reports appear.

The treasurer's report showed a balance on hand of \$31.11 after the expenses for the current meeting had been defrayed.

Cordial invitations were extended to the association to hold its next meeting in Decatur, East St Louis, and Bloomington, for which Mr Hopkins expressed the appreciation of the association and said the matter would be left in the hands of the incoming executive board.

In referring to the work of a library commission, Mr Hopkins said he felt more firmly convinced than ever that

Illinois was working along the right lines; that plans were under way which, if matured, would place Illinois in the first rank. He was much gratified over the success of the Chicago meeting, and expressed his appreciation of the assistance given on all sides. In closing, Mr Hopkins spoke in high praise of what is known as Carnegieism and the difficulty of spending wisely and well such an enormous income as Mr Carnegie is doing.

Mr Hostetter, of the Farmers' institute, said he did not consider Mr Carnegie's gifts as charity, as they were given to those who were willing to help themselves; that the aim had been to distribute books to the people of incorporated towns and villages. Mr Hostetter then asked the association to consider some means by which the people of the rural communities might profit from these central libraries. He called attention to the influence they would have in the rural districts, and suggested the establishment of a law for taxing the people in the country, that they might have some of the benefits to be derived from the town libraries.

Resolutions

The committee on resolutions presented the following, which were unanimously adopted:

On the eve of adjournment of the eighth annual meeting, the Illinois library association desires to express its great gratitude and sincere appreciation to the many friends who have liberally given of their time and their talents to make this meeting successful and profitable. We are indebted to them more deeply than we can say; but, as a slight token of our sense of obligation, we desire hereby to record their names and to express in some measure our thanks.

To Dr William R. Harper, president of the University of Chicago, for the cordial invitation to hold our meetings at the university, with accommodations and amid surroundings which contributed so much to their success.

To Dr E. D. Burton, chairman of the local committee, and to those associated

with him, for their untiring and devoted labors in our behalf.

To Irene Warren, president of the Chicago Library club, and to the executive committee of that club, for their efforts and freely expended energies in preparation for this meeting.

To Mary W. Plummer, Isabel Ely Lord, and Ellen G. Smith; to Dr Sidney Lee, C. H. Hastings, Wm. A. Otis, and W. F. Zimmermann, friends from far and near who contributed valuable and interesting addresses for our profit and entertainment.

To Mrs Zella Allen Dixon, chairman of the committee on exhibits, and to C. R. Torrey, as well as to the chairmen of the several subcommittees, and to the chairmen of the several technical sessions.

Finally, this meeting cannot adjourn without signifying its heartfelt gratitude to Pres. Anderson H. Hopkins, and to Eleanor Roper, secretary, on whom the heavy burdens of the management of the business of this association, the preparation of the program, and the arrangement of innumerable details connected with this meeting have fallen, and who have acquitted themselves so nobly of their task. To them we are primarily indebted for the distinguished success of this meeting, and for the prosperity of the association, and to them we render our warmest thanks.

Mr Hopkins then escorted the incoming president, Miss Sharp, to the chair. She expressed her sense of appreciation in being elected to the position, and the meeting then adjourned sine die.

A meeting of the council followed. Mr Roden's election to the vice-presidency caused a vacancy in the council, which was filled by the unanimous election of Anna E. Felt.

In discussing the work for the coming year Mr Roden suggested that the care and distribution of the state documents was a good subject for consideration, which resulted in appointing Mr Roden a committee of one to gather information as to what needed to be done and to report to the executive board.

Exhibits

Room 1 of the Press building was devoted to the collection of exhibits, which had been selected with great care by the various chairmen. Mr Josephson, of the John Crerar library, spent much time and thought on the printing exhibit, which was divided into two groups, one commercial and the other historical. The former consisted of samples sent from some of the leading printing houses in Chicago; the latter consisted exclusively of facsimiles of documents and books relating to Johann Gutenberg as the inventor of printing, and were accompanied by a short, printed description. The description and exhibition together attempted to show the results of the latest investigations into the history of the invention of printing.

Miss McIlvaine, of the Newberry library, had a most excellent collection of bookbindings, both commercial and artistic. Miss Starr, of Hull House, had samples of her work on exhibition, and the University of Chicago press made a display of the tools used in bookbinding, and exhibited books in the various stages of binding.

Miss Moore, of Scoville institute, had charge of the picture bulletin exhibit. Bulletins from Pratt institute, from the Illinois State library school, Scoville institute, and Evanston Public library, were hung on the walls.

A number of architects kindly loaned sketches, floors, plans, and elevations of library buildings, which were on exhibition and added much to the interest of the meetings. The following sent in material: Shipley, Rutan & Coolidge, W. A. Otis, S. S. Beman, W. A. Zimmermann, Chicago; H. A. Foeller, Green Bay, Wis.; Mauran, Russell & Garden, St. Louis. The model in plaster of the beautiful T. B. Blackstone Memorial library building in Chicago was on exhibition through the kindness of the architect of the building, S. S. Beman, Chicago, and elicited much praise.

In addition to the general exhibits in room 1, Mrs Dixon had an exhibition

of her students' work in the librarian's office.

Among the visitors from outside the state were Dr Sidney Lee, England; H. E. Davidson, Massachusetts; Mary W. Plummer, New York; Isabel E. Lord, Pennsylvania; Cornelia Marvin, Wisconsin; J. I. Wyer, Nebraska; C. H. Hastings, District of Columbia; Miriam Carey, Iowa, and Tryphena Mitchell, Wisconsin.

The use of room 13 of Lexington hall was given to members of the association during the entire session as headquarters. Every convenience was placed at their disposal and much appreciation of the comfort enjoyed there was expressed.

Illinois Library school dinner

On Tuesday 40 members of the Illinois library school association lunched together, having as their guests Katharine L. Sharp, director of the school, and Isabel Ely Lord, librarian of Bryn Mawr college. That Mary W. Plummer was not also among the number was a great disappointment. Almost every class since the foundation of the school in 1893 was represented. Charlotte Foye, president of the association, sat at the head of the table.

Miss Ahern made a most excellent toastmistress, introducing each speaker with a few happy remarks.

Miss Sharp expressed her pleasure at seeing so many of her girls once more, and in a few words told of her future plans for the school and of its advanced standing, requiring three years of college work instead of two before admission into the school could be obtained.

Miss Lord said she thought that the one thing necessary in the trained librarian of today was a sense of humor. In the East particularly, where the feeling was very strong among a certain class of people that anyone could be a librarian, much bitter feeling would be saved if the trained worker passed off as a joke any sneers and contemptuous remarks about library schools and library training.

Cornelia Marvin said she was so glad she had taken her training when she did, for the advanced requirement of the school, and the constantly growing demands of trustees, would have barred her altogether. To illustrate why she was so pessimistic, she mentioned a few of the qualifications that the trustees of Wisconsin demanded in their librarians: Can she manage politicians? Can she meet the public well, and can she speak at mass meeting? Is she able to sing and play on the piano and can she answer the children? and so on. Miss Jackson, of the senior class, said that at present they were behind the scenes learning their lines; that once a week they were permitted to look out upon the stage to see what was occurring there; that much that they saw and heard excited their wonder and admiration, and that they anxiously looked forward to the time when they should take their places among the actors. Then they fully intended to make those already in the arena respect and admire them.

At the close all joined in a stanza of "Illinois" and adjourned to the meeting of the association.

State Library Notes

Connecticut—The catalog of the birth, marriages, and deaths throughout the state, arranged by towns and compiled by the state board of health, will in the future be accessible to the state library.

It has just been discovered that the law relative to the Public library commission of Indiana, which was passed by the last legislature of that state, is unconstitutional in that section which provides for the separation of the commission from the state library, and gives the commission power to select its secretary.

The governor of Indiana has just appointed W. W. Parsons of Terre Haute as a member of the Public library commission, to succeed J. R. Voris of Bedford. Mr Parsons is the president of the State normal school and an ex-officio member of the State library board.

Public Libraries (MONTHLY)

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$1 a year
Five copies to one library	- - - - -	\$4 a year
Single number	- - - - -	20 cents

PUBLIC LIBRARIES does not appear in August or September, and to numbers constitute a volume.

THE recent meeting of the Illinois library association was the most successful yet held, and in point of comparison the papers read as a whole were as good as those usually presented at the national meeting. Nothing better or finer has ever been written on the subject of library training than the paper presented by Miss Plummer. Lofty ideals that are attainable and practical were set out, and are full worthy to be taken by those already in the work, as well as by the student just beginning the library career. It was such a presentation as, not to speak didactically, should be read by every one interested in forwarding library work from any point of view. Illinois is surely, if slowly, coming to the front rank in library affairs if the seventh meeting was an indication.

In a recent number of *The bookseller*, an editorial on What libraries are buying would seem to complain because public libraries are not buying the new books, and that the percentage of recent books on library lists is remarkably small. The article states: This shows a peculiar conservatism that appears almost like a censorship. Can it be that librarians in general are afraid to add books that have not been indorsed by the verdict of general readers. A further instance is given of a certain library bemoaning its inability to get certain juvenile books, and attention is called to the fact that reviewers' desks are piled high with new books, and the article ends with the question, Is it possible that these people are hypocritical, or are they not posted?

Well it would be for all concerned if

the facts in all these instances might be really found existing in every library. There is wisdom in the course pursued in buying new books slowly, and the old standards are still good food for all readers, but especially for the young people. If the booksellers are beginning to feel the effects of such selection, so much the better for the condition of affairs; a greater effort will be made to meet these wants. Inability to get good, inexpensive copies of old favorites leads sometimes to the choice of other things less desirable. It is an unexplainable thing why new editions of old favorites are usually issued in form too expensive for the average library. Buying old books rather than new ones by public libraries is to be commended, and more libraries are urged to engage in it rather than fewer.

THE death of Hannah P. James comes as a blow to the women librarians, who have long looked on her as one ably fitted to represent them in the eyes of the public. Though of a quiet demeanor, she has long stood as one of the pillars of strength in the profession, and as occasions demanded that the woman in the work be considered, she was invariably chosen to stand forth as typifying all that is strong and good in professional work and womanly in character.

Her host of friends is innumerable. (One unconsciously says *is*, for it is hard to realize that her kindly face will not be seen among us again.) No one ever came in contact with her who was not immediately drawn toward her in loving regard, and she was always taken account of in any assembly. Strong in purpose, wise in judgment, kind in impulse, high in principle, Hannah P. James was a great character, and one that will be sadly missed in our work.

In a sketch of Officers of the A. L. A., the *Library journal*, in October, 1896, gave the following estimate of Miss James, which expresses the esteem in which she was held then, and which never lessened to the last:

Miss James's A. L. A. record is a long one, and full to overflowing. She was librarian of the Newton (Mass.) Free library when, in 1879, she brought to the A. L. A. a sincerity of purpose and a capacity for earnest work that have borne abundant fruit for 17 years. In 1882 she was elected a councilor, and her service and influence in the official work of the A. L. A. have always been unflagging. It is the educational and ethical mission of the library that she has chiefly emphasized in word and deed, and she has been one of the foremost workers for a closer relation between the library and the school. Her A. L. A. reports on Reading for the young are among the most useful contributions to the subject, and her practical hints and suggestions on Libraries in relation to schools, in the papers of the World's Library congress, are especially valuable. Miss James was appointed librarian of the Osterhout Free library in 1887, and her work there has been a strong influence for good in the community, not only in the direct field of the library, but in educational circles generally. In technical library matters her experience and practical common sense have often been at the service of the profession. The finding-list of the Osterhout library is an accepted working model in many libraries, and many useful suggestions on details of selection, shelving, and classification have come to the library world via Wilkes-barre. . . . Her election to the office of vice-president is a fitting acknowledgment of the debt that the association owes to one of its most devoted workers.

Miss James was again elected to the A. L. A. council in 1898, and her term would have expired this year.

THE floor plans of the Pomona (Cal.) library, shown in the February number of PUBLIC LIBRARIES, according to a recent communication from an interested person in that city, were drawn by C. E. Wolfe, a local architect. The following resolutions regarding library plans were adopted by the library board of Pomona.

Whereas, after examination, the board has expressed its preference for the elevation plans submitted by Burnham & Bleisner of Los Angeles, and for the floor plans submitted by C. E. Wolfe of this city, with certain modifications suggested by the board; and

Whereas, Burnham & Bleisner, having conferred with Mr Wolfe, have obtained the right to use any and all of his plans;

Therefore, be it resolved, that the board adopt the plans submitted by Burnham & Bleisner as modified.

As a good many librarians are making inquiries respecting the advantages of the Tabard Inn library service, it

may be of interest to note that since Mr Ballard, librarian of the Berkshire Athenæum, Pittsfield, started the experiment, a number of Massachusetts libraries have followed suit. New Bedford made arrangements with this company in September, 1902, commencing with a service of 250 books of current interest, mainly fiction, and Medford Public library has recently established a similar service. The experiment so far is reported to be very popular, and saves the library from the purchase of books of more or less ephemeral interest, which people, however, desire to read when new and in the public eye. The economy effected by this method is the more satisfactory in view of the present "net price" difficulty.

A. L. A. Publishing Board

Annotated catalog cards for books on English and American history

The Publishing board proposes to extend the annotated catalog cards hitherto published, relating to books on English history, by including additional titles relating to American history, in continuance of Larned's Literature of American history, and its supplement. About 100 titles will be issued for books of 1902, one-third being books on English history and two-thirds on American history.

It will be noticed that the titles on English history will be only half as many as in previous years, and it is intended to confine the selection to books which will more generally be bought by all libraries. Criticism has been made on the cards issued heretofore, that too many books have been included which are likely to be only in the larger libraries. The board hopes in this way to make the cards more useful. Subscriptions are solicited.

The price will remain the same as for the 60 titles previously issued each year for English history—namely, \$2. For each title two cards will be sent, and a thin slip, which is intended for insertion in the book itself.

A. L. A. PUBLISHING BOARD,
10½ Beacon St., Boston.

An Argument for the Black List

MARCH 16, 1903.

PUBLIC LIBRARIES.

DEAR SIR: It seems to me that you take a mistaken position, on page 103 of your March number, with reference to the responsibility of the publisher of a magazine to furnish title-page and index. Every subscriber to a magazine is legally entitled to receive both title-page and index, without making special request for them, as they are included in his subscription, and the publisher should no more fail to send them to such subscriber, without request, than he should fail to send any one of the numbers of the magazine without such request. You advertise that subscription to your magazine costs \$1 a year, and that 10 numbers constitute a volume. In that volume the title-page and index form a part, and each subscriber has paid for them with his subscription. Yours sincerely

BERNARD C. STEINER.

As to that "Black List"

As the chairman of the A. L. A. committee which is endeavoring to do something to reform the evil practices of periodical publishers in the matter of title-pages and indexes, I confess to having been taken aback by the editorial utterance on the subject in PUBLIC LIBRARIES for March.

Still, I can see that the term "black list" is, perhaps, too opprobrious to be applied to a list of offenders which shall include PUBLIC LIBRARIES (and the *Library journal*, too), the offense in these cases being the very mild and very common one, of issuing the title-page and index in a separate section, loose, with the completing number of a volume, instead of attached to it, as our committee recommends.

But granting that such a term is hardly applicable, the fact remains, which the committee have sought to emphasize, that the only quite satisfactory arrangement is to have this title and index section attached to the number, so that when one buys all the num-

bers of a volume he secures the whole thing. The loose section will, in more than half the cases of such a purchase, have been lost. And your editorial comment makes too little of the importance of having every copy of a completing number supplied with the index and title. As our report on this subject showed, what is of the greatest importance both directly to purchasers and indirectly to the publishers, is that back numbers as bought and sold in the market shall make up complete volumes. For a year or two after publication title-pages and indexes can be obtained of the publishers, but later it becomes impossible, and the back numbers lose about one-half their value for lack of these essential portions.

W. I. FLETCHER.

Atlantic City Meeting

The Pennsylvania Library club and the New Jersey Library association, March 27-28, 1903

The annual meeting at Atlantic City was even more than ordinarily successful. In point of attendance it will rank with the best of its predecessors. Not only was there a representative gathering of the librarians of New Jersey and Pennsylvania, but New York, Delaware, and the District of Columbia figured largely in the attendance register. The A. L. A. committee on cataloging rules held its sessions before and during the meeting, and the students from the Pratt institute and Drexel institute library schools were present in force. As is coming more frequently to be the case, persons not strictly librarians, but allied by their interest to the work of the profession, were also in attendance. The new librarian of the Boston Public library, Horace Wadlin, was present and contributed to the discussions.

Adam Strohm, of Trenton, N. J., presided at the first session, which was unavoidably held under somewhat unfavorable conditions. In his address of welcome F. P. Stoy, mayor of Atlantic City, spoke with great satisfaction of the gift of Mr Carnegie to the municipality, and expressed the hope that the

next meeting might see the city in possession of its new building. The opening address of the convention was by Prof. George McLean Harper, head of the department of English in Princeton university. Taking his text from the Taming of the Shrew—Profit in what you read—Prof. Harper most eloquently pleaded for serious thought in the choice of reading, and for the definite elimination of the trivial and the purely ephemeral books from the librarians' personal reading. He also vigorously attacked the system which puts the best brains and talent of the library entirely away from the reach of the public, and employs the "cheapest" assistants at the point of contact between the library and its users. Prof. Harper's paper was received with great favor, and, while discussion was hardly possible at the moment, the sessions of the next day showed that his words had fallen on good soil.

Saturday morning's session was under the presidency of Dr I. Minis Hays of Philadelphia, head of the Pennsylvania Library club. The topic which was to prevail throughout the entire meeting, i. e. the encouragement of serious reading, was introduced by Alice B. Kroeger, of the Drexel institute, Philadelphia. Miss Kroeger's paper set the keynote for the whole meeting. She sketched rapidly, but effectively, the multiform phases of "adult education," and propounded the inquiry, How can the library aid and abet in this movement? She was followed by John Nolen, secretary of the University extension society, who showed the magnitude and variety of the various university extension movements, and urged the cordial coöperation of the public libraries in them. Mrs Thurlow, of Pottsville, Pa., spoke most entertainingly and thoughtfully of the work of women's clubs and the relations of the libraries to that work. The paper was marked by an absence of any attempt to magnify unduly the possibilities of this particular form of modern educational work, and at the same time showed a hearty appreciation of the really serious study

being done by the clubs, and the part of the libraries therein. A. E. Bostwick, of the New York Public library, read a paper describing the system of Free lectures which obtains in New York, and telling of the work of the Circulating department of the New York Public library. He also described the new system of school libraries now being inaugurated by the New York board of education.

The last session was held Saturday evening. George F. Bowerman, of the Wilmington (Del.) institute Free library, presided, while the program was furnished by members of the New Jersey association. Beatrice Winsor of Newark spoke of various plans and means whereby public libraries are aiding people to secure systematic reading and information. Among other matters she mentioned a new plan, not yet elaborated, for securing expert direction from the various colleges on behalf of those desiring to do systematic study in public libraries. We shall probably hear more of this scheme later. Prof. V. Lansing Collins, of Princeton university, told of the various means by which university libraries endeavor to assist their readers, making the point that so much of the students' work was specific reading for definite courses that the university libraries had a peculiar duty to encourage broader reading for "culture" purposes. The last of the formal papers was by Wm. Warner Bishop, also of Princeton, on the Province of bibliography in the encouragement of serious reading.

There was a vigorous discussion at the close of the session, in which, among others, were heard Messrs. Thomson, Elmendorf, Cutter, Dana, Hopkins, and Wadlin.

Most of those in attendance remained at Atlantic City until Monday morning. The opportunity thus presented by the Sunday of meeting personal friends is by no means the least pleasant feature of these bi-state meetings.

The Ontario Library Association

The third annual meeting of the Ontario library association was held in the Canadian institute, Easter Monday and Tuesday, April 13-14, and proved a very successful meeting. The attendance was representative of all sections of the Province, the papers and addresses were of a high order, and the interest manifested throughout the meetings was exceedingly encouraging.

The reports of the secretary and treasurer were satisfactory, the secretary referring to the organization of a library association in British Columbia, through the efforts of the Provincial librarian, E. O. Schofield. The report of the committee on Best books of 1902 stated that the list had been prepared and was now in the printer's hands, and that the government had agreed to print and distribute the list to all the libraries in the province.

Dr Bain presented the report of the committee on an Ontario library commission. The committee had prepared a memorial to the government, setting forth the unsatisfactoriness of the present administration of libraries, and strongly urging the creation of a permanent library commission, and had waited on the minister of education in connection therewith. The minister conceded that improvement was necessary, but declined to appoint a commission. The discussion on this report showed that the association was very decided in its opinion that a library commission for Ontario was imperative, and the committee was reappointed, with instructions to take every step in its power to secure this result.

Mr Burpee's paper on, Can the small library use any of the modern library methods? was an optimistic treatment of the question, was highly appreciated, and was followed by a general discussion.

Mr Burpee summarizes the results of recent experience, and maintains that, within their restricted area, the public libraries of small towns and villages can as successfully apply the principles and

practice of modern library methods as the libraries of great cities. The importance of these small rural libraries is just beginning to be appreciated by library associations, and the matter is one which should be of peculiar interest in this province, as an overwhelming proportion of our public libraries are of the small town or village class.

In his paper on, The duty of trustees, H. G. Kelly, a leading lawyer of Toronto, and a trustee of the Toronto Public library, urged that the trustee acquire a due sense of his responsibility. By statute he is charged with the administration of the library; he may summon to his aid expert librarians and assistants, but if anything goes wrong, he, and he alone, is largely responsible to the people. While the selection of books in the larger libraries is left largely to the librarian, the trustee should, however, exercise an intelligent supervision in the matter. Appointing bodies should exercise great care in selecting as library trustees men of standing in the community. The value of this is especially apparent when the needs of the library in respect to buildings or site are to be presented to the public.

The secretary reported that six country councils are making annual grants to the public libraries in their counties, the grants ranging from \$15 to \$50, the counties of Essex and Victoria granting \$50 yearly to each library.

In his presidential address, H. H. Langton discussed the burning question of What a permanent library commission can do to aid libraries. Mr Langton traced the growth and effect of library commissions in the United States, and showed how desirable a similar movement was to the library situation in Canada. He outlined an effective plan for their establishment, and pointed out the valuable work that could be accomplished by them, and urged an awakening to the importance of the idea on the part of all library people.

The wit and wisdom of Herodotus was the subject of a delightful paper

by Principal Hutton of University college, who claimed for Herodotus a high place among the librarians of the world.

The Tuesday morning's session was opened by a paper on Library building, from Gordon J. Smith, Paris, a paper written out of Mr Smith's experience as a trustee of the Paris Public library.

His paper was written with particular reference to libraries which are erecting \$10,000 buildings.

He advised against asking architects to compete, and considered that better results could be obtained by employing an architect to draw plans to suit the views of the board, which should be guided largely by the advice of the architect. The building should not be more than one story, using part of the basement, which ought to be well lighted, as a small public hall for holding meetings for literary or scientific purposes. The general design of the building should be artistic, with enough distinction to set it apart from the general run of buildings one encounters in a small town. All the accommodation for the public in the way of reading-rooms, etc., should be on the main floor, within the range of vision of the librarian. He advocated accepting grants from Mr Carnegie, though opposed to calling the building Carnegie library, as it is contrary to the Public libraries' act.

In the discussion various points of interest in connection with small library buildings were considered, especially open access, fireproof vaults, children's rooms, separate reading-rooms for ladies. Chatham, Brantford, and Lindsay, are providing for children's rooms in their new buildings, but several library boards are either opposed to the idea or indifferent. A good suggestion was made, viz., that representatives of library boards bring blue prints of their plans to next year's meeting.

E. A. Hardy, Lindsay, discussed the idea of county library institutes in a brief paper.

Mr Hardy spoke of the value of the County teachers' associations, and urged that similar County library institutes be held, especially in counties that con-

tain quite a number of libraries, as Lambton, Middlesex, Oxford, Wellington, York, Victoria, and others. He outlined a typical program and suggested a one-day library conference at some central town in the counties. Special emphasis was placed on the importance of getting library trustees into touch with library spirit and progress, since on the trustees of small libraries practically rests the whole management of the library. The paper closed with recommending that a committee of the Ontario library association be appointed to push this matter during the coming year.

First steps in library training were admirably discussed by Walter James Brown, B. S. A., LL. B., principal of the Canadian correspondence college, Toronto.

He contrasted the old libraries, which have been described as "book-jails," and the modern libraries, which are educational factors of increasing importance. He emphasized the necessity of having thoroughly trained librarians, and suggested the opportunities this profession offered to capable men and women.

He stated that the Canadian Correspondence college is establishing courses of training in library science for Canada. All candidates who are college graduates, or who have Junior matriculation, or its equivalent, may enter upon this course without further examination. All other candidates must give evidence of a good, general education, including a knowledge of books, and pass the prescribed examination in—1) History; 2) English and elementary French, German, and Latin. The student will be required to make a special study of English literature, including the chief English and American authors and their works since the middle of the sixteenth century. The course will include technical instruction in cataloging and classification of books. Such practical subjects as shelf-listing, shelf-arrangement, stock-taking, selection of books, binding and repairing, will be studied in detail. Students will be

trained to handle reference books with facility, and show their ability to obtain information on any subject quickly.

The higher work will be emphasized throughout the course, and students will be trained not only in the technical details of library science, but educated in the appreciation of the responsibilities and opportunities of their calling.

In a few years there will be nearly 800 libraries in Canada, almost all of which will require trained assistants. As the demand increases the Canadian correspondence college hopes to meet it with an adequate supply of capable and broadly educated men and women, thoroughly trained in library science work.

The following officers and committees were chosen for next year: President, H. H. Langton, University of Toronto, Toronto; 1st vice-president, R. J. Blackwell, Public library, London; 2d vice-president, W. Tytler, Public library, Guelph; secretary, E. A. Hardy, Public library, Lindsay; treasurer, A. B. Macallum, The Canadian institute, Toronto. Councilors: James Bain, Public library, Toronto; Janet Carnochan, Public library, Niagara; Carrie A. Rowe, Public library, Brockville; W. J. Robertson, Public library, St Catharines; Gordon J. Smith, Public library, Paris. Committees: on Best books of 1903, James Bain, W. George Eakins; on Coöperation in picture collections, H. H. Langton, E. A. Hardy; on County library institutes, W. Tytler, E. A. Hardy, W. J. Robertson, Miss Carnochan, Miss Rowe; on Ontario library commission, H. H. Langton, James Bain, A. B. Macallum.

It was decided to issue Mr Langton's presidential address in pamphlet form and send to all libraries and members of the legislature, and to the leading newspapers.

The Niagara Falls meeting of the A. L. A. was announced, and a large attendance urged from Ontario.

For Sale.—24 volumes *Harper's weekly*, 1859-1882 inclusive; complete and well bound, in fairly good condition.

Address, A. S. Brownell, 358 Dearborn st., Chicago.

Chicago Library Club

Chicago—The regular meeting of the club was held on the evening of April 9 in room 434, Fine Arts building. Mr Barr and Miss Smith were elected to membership in the club. Miss Roper gave a report of the plans for the meeting of the state association.

Miss Ostertag was unable to be present, but the club was most fortunate, in that Oscar L. Triggs, of the University of Chicago, kindly undertook to speak upon the subject of the evening—Mural decorations in public buildings. After deploring the dearth of really good decoration in this country Mr Triggs spoke on the difference of mission of the modern mural decoration from that of the mediæval era: Formerly, when books were few, the picture needed to tell—not merely illustrate—the story; nowadays the mural decoration must do either conventional decorative work, which is rather trivial, or else do illustrative work, that is, "be taken from the book." The making all decorative work an integral, organic part of the building, as so well carried out at the Buffalo exposition, and directness and simplicity of design, as, for instance, the work of Puvis de Chevannes in the Boston Public library, were given as two of the basic principles of good decorative work. So far, what little decorative work we can boast has been done by artists at the instance of artists; what we need is to create a public opinion which will demand proper decoration as an integral part of a good building. It is time that the demand come from the people themselves.

Joseph Twyman, in discussing the remarks that had been made, objected to the opinion that conventional decorative work was in any way trivial, since the proper harmonious combination of color was a vital part in a building's perfection. Too much figure work was deprecated and a general distinction made in the uses to which conventional decoration and figures should be put.

After a most interesting discussion the meeting adjourned.

News from the Field

East

Dr G. E. Wire, librarian of the Worcester county Law library, and Emma A. Clark, were married April 16 at Worcester, Mass.

William Curtis of New York city has deeded land and buildings, and given a check for \$15,000 to be used for a public library building.

The Boston Public library has just received the only copy extant of the first edition printed in America of Bunyan's Pilgrim's progress.

The Boston Public library has just come into its bequest of \$107,000 from the late Robert C. Billings. The larger part of the income will be used for the purchase of books.

Mrs Flora H. Leighton has resigned her position of librarian's secretary in the Springfield (Mass.) City library to accept the appointment of assistant librarian in the Millicent library, Fairhaven, Mass. Anna S. Danforth has been appointed to fill the vacancy.

The trustees of the Belmont Public library, Belmont, Mass., have just issued an attractive illustrated souvenir of the library. It contains the floor plan and halftones of the interior and exterior of the building, made from photographs taken by W. Lyman Underwood. The addresses at the opening ceremonies on June 17, 1903, are printed in full, and make excellent reading. J. H. Benton's remarks on the use of the library by the children of the community are especially interesting. Ada Thurston is the librarian.

The report of the Somerville (Mass.) Public library gives the circulation as 277,106v. since January, 1902. All the books intended for circulation have been free of access to the public. It has been received with such favor that it has increased the usefulness of the library twofold. The library still continues its house delivery of books. If the boy who engages in this work is energetic, and possessed of some address, he finds the work remunerative. The boys who

have sections at some distance from the library hold their customers permanently. It is difficult, however, to hold customers who live within easy reach of the library. During the year there have been delivered by boy carriers books to the number of 7990.

Central Atlantic

J. V. Brown will give Williamsport, Pa., a \$150,000 public library as a memorial.

Wm. H. Ames has been elected librarian of the J. Herman Bosler Memorial library, Carlisle, Pa.

Hannah P. James of the Osterhout library, Wilkes-Barre, Pa., died at her home, April 23, after an illness of several months.

Andrew Carnegie has given an additional \$1,550,000 to Carnegie library, Pittsburg, for the purpose of enlarging and extending the library in that city.

Mrs George Hopkins of Brooklyn, widow of the late editor of the *Scientific American*, has presented Swan library of Albion, N. Y., her husband's library of scientific works.

The program of the Library institutes to be held in New York state has, for its general theme, Making the most of a small library. It deals with Books, under the headings, choosing, buying, learning, and arranging; with Readers, under book lists, personal assistance, miscellaneous material, and helping special classes of readers. In addition there is an hour devoted to answering questions. A public evening address is also to be given by a prominent speaker.

The exhibition of paintings was held in the Free public library of Newark, N. J. The Fine arts commission is a committee of three, appointed by the board of trustees of the library to look after the library's art interests; to decide whether works of art offered to the library are worthy of acceptance; to encourage and direct the decoration of the library building; to arrange for art exhibitions, and to do any other things which may come within its field.

The paintings for this exhibition were

lent without charge. Insurance on them was effected by a temporary permit on their policies, without expense to the library. The paintings were carried from and to their several homes and arranged and hung by Mr Keer, a local dealer in paintings, at a minimum charge for the labor involved and without charge for his own supervision. The catalogs were compiled by the library, and the 2000 copies sold covered their cost and left a profit of about \$75. Supervision of the gallery was by library assistants. Two or three were always in the room, who were paid for extra work and for evenings and Sundays. Plants for decoration were hired for two weeks for \$5. The exhibition was open to the public 13 week days, from 10 a. m. to 10 p. m., two Sundays from 2 to 9 p. m., and one Sunday from 2 to 10 p. m. The attendance varied from 600 on a rainy week day to 3000 (in 8 hours) on the closing Sunday. The total attendance was over 32,000. Several thousand of these visitors saw the library for the first time on this occasion. This was the first public exhibition of paintings held in the city for many years, and the first of any note held in the library.

Central

Sylvia White of Minneapolis has given \$12,000 to Whitewater, Minn., for a library building.

Iowa college at Grinnell, Iowa, has voted to accept the \$50,000 gift from Mr Carnegie for a library building.

Cleveland, Ohio, has received a gift of \$250,000 from Mr Carnegie, to be used in building seven branch libraries.

Mae B. Hewitt, assistant at the Free public library, Appleton, Wis., has been elected librarian of the new Carnegie library at Escanaba, Mich.

Maud Parsons, for some time assistant in the Omaha (Neb.) Public library, has resigned, and is now librarian for the Steel works club, Joliet, Ill.

The Wisconsin Library commission has issued book marks containing suggestive lists of books arranged in series, adapted for the use of different grades.

Oberlin, Ohio, has received a gift of \$125,000 from Andrew Carnegie for a library building, which will be supported jointly by the town and Oberlin college.

Linda A. Eastman, of Cleveland Public library, and Alice S. Tyler, of the Iowa Library commission, sailed for Europe May 16 for three months' vacation.

The town of Loda, Ill., with a population of 700, has a well-equipped library building, the gift of A. H. Smith, and library activity that is an example to many larger places.

Esther Crawford has been engaged by the library board and the school board jointly, in Cleveland, to take charge of the coöperative work between the library and the school.

E. Helen Blair, of the Historical society of Wisconsin and assistant editor of the *Jesuit relations*, is preparing for publication a work on the Philippine Islands, 1493-1803, along the same lines of the *Jesuit relations*.

The Kansas State library association, at its third annual meeting, is to be sponsor at the baptism of the new library building of the State normal school, Emporia, which occurs June 1-2. Frederick M. Crunden, of the St Louis Public library, will deliver the dedicatory address.

The Wisconsin Library school list of students for the summer session is filled. The assistants will be Miss Elliott of Marinette, and Miss Merrill from the Illinois school, with special lectures by Miss Ahern, Miss Stearns, Mr Thwaites; and Miss Lyman, of Scoville institute, on children's work.

The Wisconsin Library commission has issued a series of book marks containing lists of books on various subjects, following the lines of Mr Dana's lists, Heroes everyone should know, etc. as well as lists suited to the various school grades. These lists are on colored paper and may be had at 25 cents a hundred.

The regular summer school for librarians will be held at the University of

Iowa, Iowa City, June 22 and August 1. The same corps of instructors of last year will be in charge and the course is open to all persons definitely engaged to do library work. Application for admission should be made before June 1 to Alice S. Tyler, secretary Iowa library commission, Des Moines.

At a recent library meeting in Dayton, Ohio, Miss Doren gave an illustrated talk on children's conditions and needs, showing snap shots taken of neglected children, tenement life, and haunts of boys, together with an assortment of yellow newspapers, whose standing headlines and sensational stories attract the young mind and produce so much evil. The views also showed the manner of counteracting these influences by good books in a children's library, presided over by a trained librarian. Miss Doren also spoke of the feasibility of starting branch libraries in the public school buildings, and recommended that the normal school students take up the work in the schools, as it would make them better teachers and assist the library in its effort to save the children from bad books.

South

An article on the music in the public libraries of New Orleans appears in the *Musical courier* for April 8, 1903.

Ella M. Edwards is still with the University of Texas library. It is Agnes Edwards who has been chosen to be assistant librarian of San Antonio Public library.

The public library of Ft Worth, Tex., reports 9824v. on the shelves and a circulation of 53,046v. and 7179 borrowers. This library has free access to the shelves and in 16½ months has lost 10 books, no one of which was of value. The library sends 12v. to each of the first seven grades of the public schools and changes them every six weeks.

Pacific Coast

The Los Angeles Public library reports 81,305v., 5685 pamphlets, 555 maps and 5593 pictures; 23,450 cardholders; 576,141v. circulated for home use, an in-

crease of 105,598v. over last year; 7254 pictures loaned; monthly salary list \$1795. The training class still furnishes satisfactory material from which workers are drawn. The need of a new library building is said to be imperative.

Canada

Among the many Ontario towns that have become indebted to Mr Carnegie for library buildings, perhaps the most notable exception so far is the old city of Kingston. Kingston, like many other communities, both in Canada and the United States, whose history runs back to the earliest beginnings of the country, has gradually dropped behind in the strenuous race of modern progress. For many years past its population has remained almost stationary, and the atmosphere of the town, to one who visits it from one of the more wide-awake cities, is suggestive of the land of the Lotus-eaters. It has possessed a library for a number of years, but it is a subscription library, the only portion free to the public being a reading-room fairly well stocked with newspapers and magazines. The library receives an annual grant from the Ontario government of \$250, \$200 of which goes for books. They also receive \$300 from the city council. The remainder of their income comes from some 300 subscribers. Kingston is not the kind of a town that awakes very readily to the advantages of a modern municipal free library, but doubtless in time the influence of its neighbors will bring it into the fold.

Librarians wishing a good bibliography of the old Louisiana territory can find one in the *St Louis World's fair bulletin*, vol. 3, no. 11, pp. 32, 33. The editors sent letters to 1600 American librarians, asking for lists of books and pamphlets in their libraries bearing on this subject. A thousand sent in lists, but that contributed by the catalog division of the Wisconsin State historical library was easily the largest, and is the one selected for publication in the *Bulletin*.

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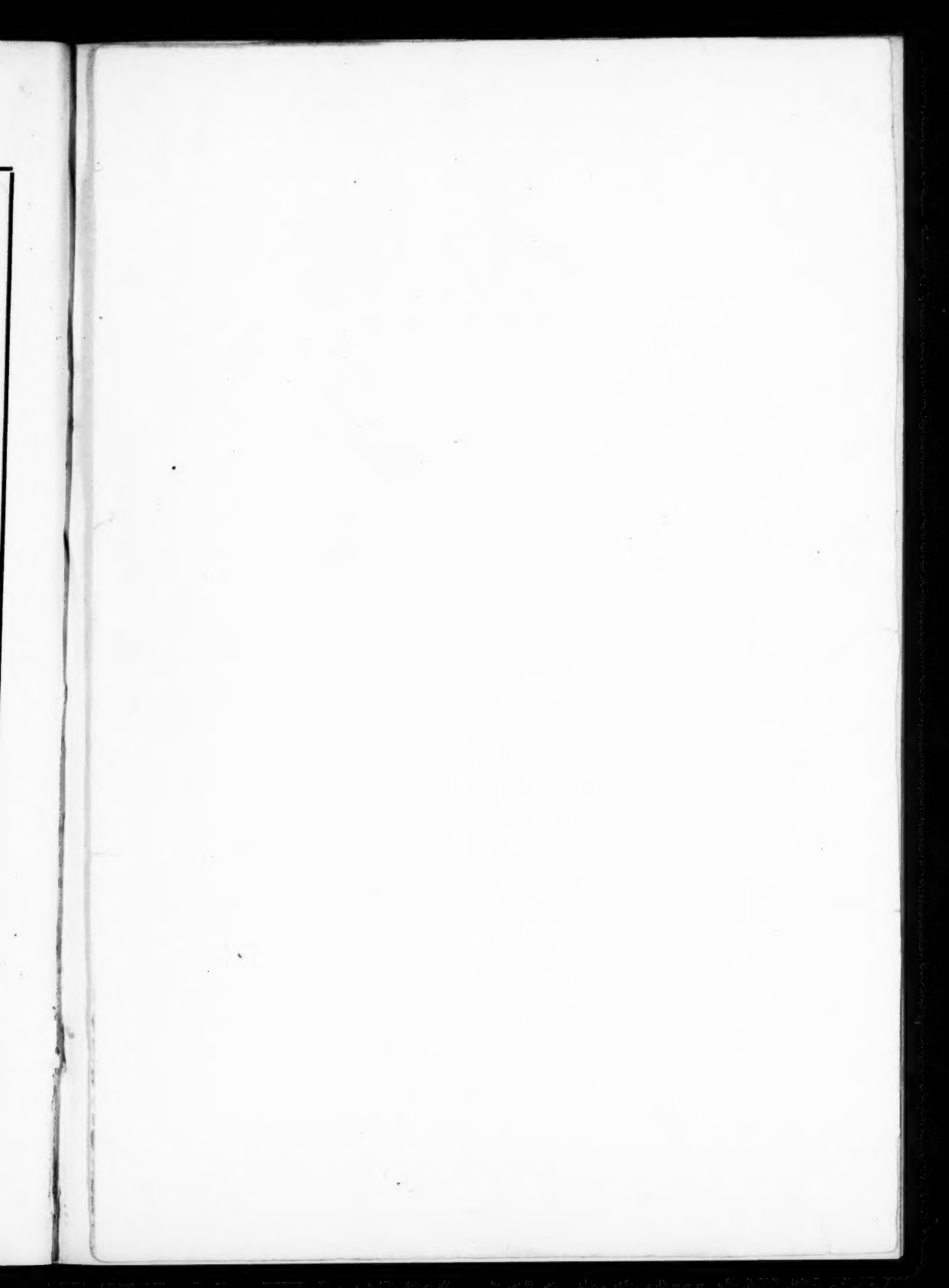
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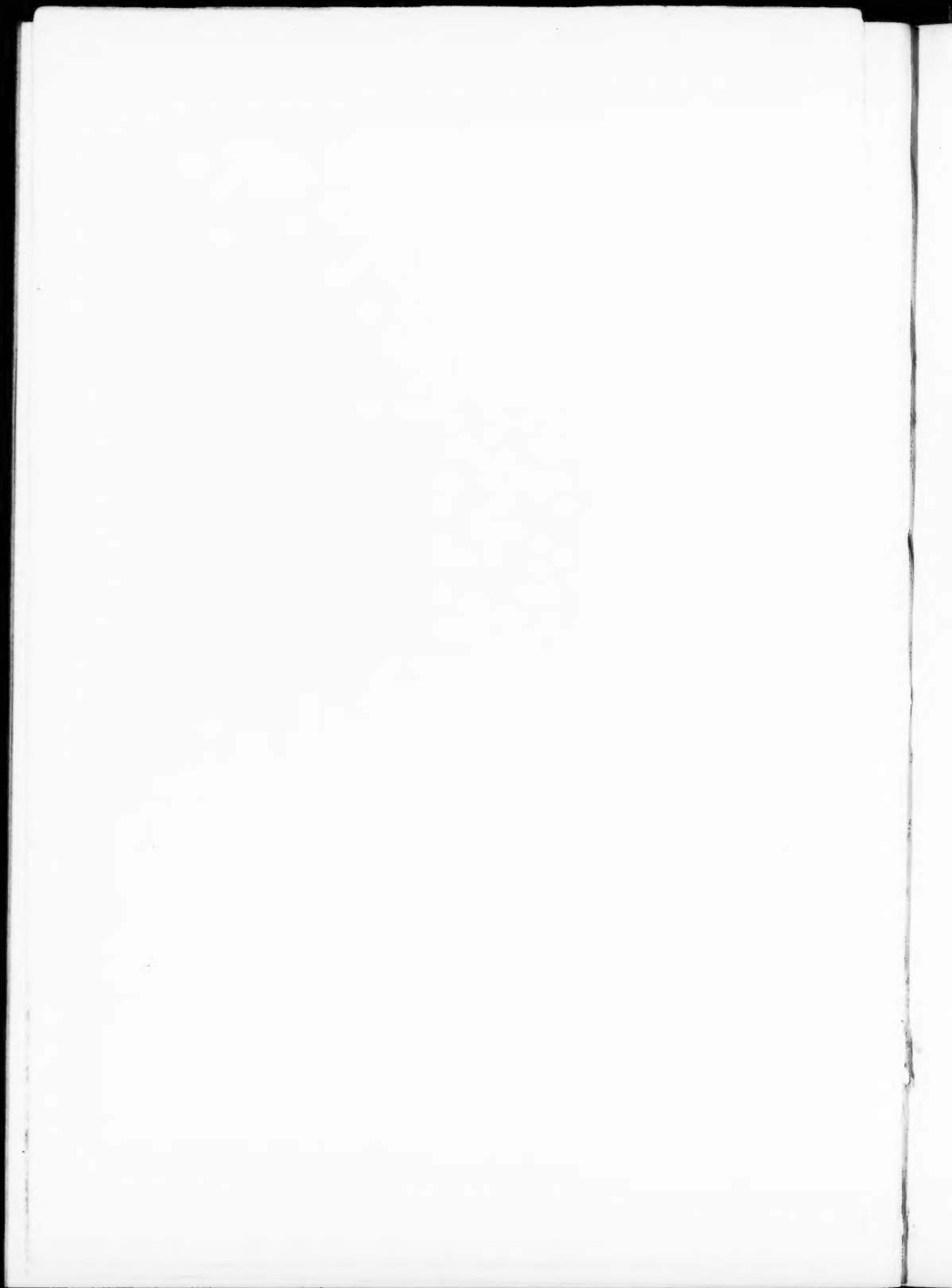
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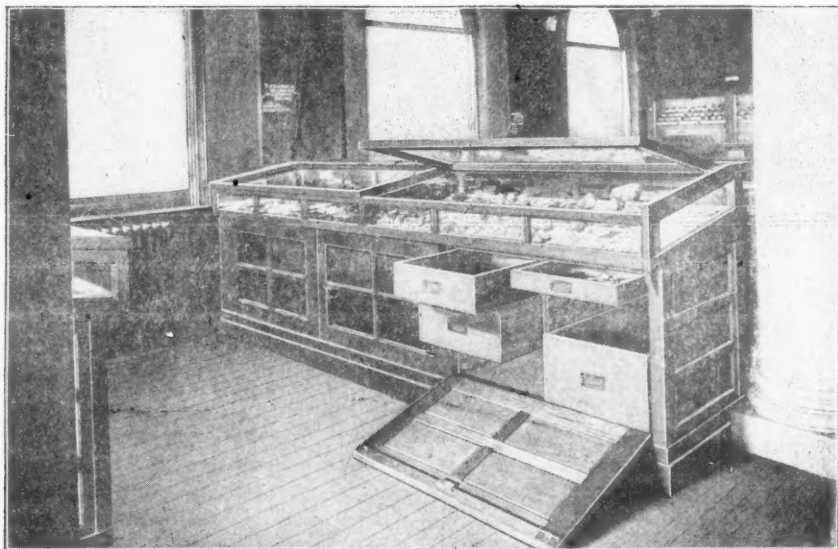
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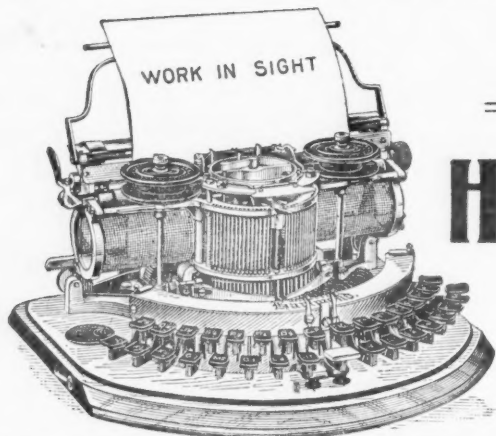
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